



Safeguarding, Child Protection & Aims and Ethos of Seren Kids

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1. Aims, Ethos & Open Door Policy

Seren Kids is a private run business set up in April 2022. Although we are a new business in its infancy, we want to open with a full scope of policies with the children's best interests and development in mind. We will be looking to be registered and governed by the regulations set by Ofsted by July 2022 as part of our aims.

We follow our own private curriculum for digital skills and learning which has been developed with the assistance of qualified teachers, and digital industry professionals. The aim of our digital skills curriculum is to improve the safety and general digital skills of the child so that they may be creative and productive in the online world as they grow, and the digital world advances. Where possible we try to provide cross curricular opportunities and links in the learning, and try to show children how school is relevant to the industry that many children aspire to.

Sports Curriculums & Activities for the holiday clubs will be in line with the individual sport bodies coaching teaching and standards, and crossover with the national curriculum for Physical Education. Every child will be met where they are at in relation to the skills and abilities, and will be encouraged to progress and develop to their potential in a fun, safe, and nurturing environment.

Seren Kids promotes an open door policy; parents are encouraged to drop in unannounced and we aim to ensure communication with parents on children's wellbeing and development as often as possible.

- Our aim is to provide a safe, happy, caring and stimulating environment where every child feels accepted and valued.
- We welcome children from a wide range of family backgrounds and want all children who attend to benefit from the chance to interact with others and develop together to have the digital skills, and safety knowledge to keep them safe, healthy, and productive in the digital world of the future.
- We encourage all children to develop friendly and helpful behaviour to all.

Safe: Through careful supervision of children and strong awareness of Health & Safety Issues. All staff follow procedures and policies relating to First Aid, Safeguarding and Staff Conduct policy.

Every First lesson a child attends at Seren Kids they will receive an E-Safety book and family agreement which they will take home to read with their parents, and an initial first session on E-safety.

Happy: by listening to and valuing what children and parents say and talking with them about what they are doing and having high expectations about what they can achieve. By treating all children as individuals, encouraging them to be confident, independent and helping to develop their self-esteem through using positive approaches to behaviour

Caring: by showing children through modelling good practices around acts of kindness and friendship and encouraging all children to be aware of the needs of others and to exist harmoniously in a group situation, as well as developing positive relationships with parents and carers.

Stimulating: by providing a range of planned and child initiated activities that relate to children's abilities and experiences and allow and encourage them to be creative with their digital skills whilst being in a safe space. By providing them with opportunities to learn and look after their physical and mental health, and how this is important to the digital world they live in, and allowing them to see the fun in sport, and find the love of challenging themselves through game based activities.

Parents can expect:

- That responsibility for their child is both recognised and respected.
- That the parent's role of first educators to their child is acknowledged and supported.
- To be kept fully informed about their child's activities on a minimum fortnightly basis, but we aim to update parents weekly.
- To be able to acquire information and express views in the care environment.
- Parents are free to express their views on any aspect of the care/learning provided and after consultation changes and development may take place as appropriate.

Children can expect:

- That after school clubs will provide them with knowledge to remain safe in the digital world, and a safe space to explore their creativity and progress their skills in the digital world
- That a wide variety of activities will be arranged and planned for the developmental level, age and ability of the child during holiday clubs
- To be able to be noisy and quiet in the context of a flexible programme.
- To be part of a site that caters for them, and their friends with disabilities on an equal basis.
- To be supervised by qualified, caring and helpful staff who implement policies and procedures, but also have time to have fun.

Schools can expect:

- That we will take teacher/school feedback to improve our lesson content and delivery
- That we will respect the schools policies, and that they will apply to us alongside our own policies for afterschool clubs, but where we provide an in class package, the school policies will override ours, unless there is a safeguarding issue, in which case safeguarding the child will always be our main priority
- Children will be provided with fun and engaging sessions to develop and progress the child's knowledge of online safety and digital skills, with national curriculum links wherever possible.
- That we aim to provide the children with an understanding of the relevance of school to the digital and social media world that so many children value and aspire to.

2. Safeguarding

The purpose of this policy statement is:

- to protect children and young people who receive Seren Kids's services from harm. This includes the children of adults who use our services
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Seren Kids, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

Where we are providing an in school/class package we will work inline with the individual schools safeguarding policy and procedures.

2.1 Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation and guidance is available from nspcc.org.uk/childprotection.

2.2 General Safeguarding & Child Protection Policy

Seren Kids is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues to share this commitment.

Safeguarding Statement 2022 – “Safeguarding is Everyone’s Business” We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to. The purpose of this policy is to provide staff, and volunteers with the framework they need in order to keep children safe and secure in our setting. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key Personnel

Designated Safeguarding Lead (DSL)/ Designated Child Protection Person - Hannah Clifford

Contact Details: Phone number 07733513837

Hannah@serenkids.com

Deputy Designated Safeguarding Lead (DDSL)/Deputy Designated Child Protection Person - Omar Green

Contact Details: Phone number 07786798781

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Terminology

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help means providing support as soon as any needs emerge or are identified at any point in a child's life.

Staff refers to all those working for or on behalf of Seren Kids, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to children who attend our setting; however, the policy will extend to visiting children in circumstances such as pick up and drop off.

Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MAP refers to the local Multi-Agency Partnership or (MASH)

C-SPA refers to the Children's Single Point of Access

Policy Principles and Values

- The welfare of the child is paramount
- Maintain an attitude of "It could happen here"
- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.
- All children & staff have a right to be protected from harm and abuse.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the setting or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst the Seren Kids will work openly with parents as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

Policy Aims

- To demonstrate the Seren Kids's commitment with regard to safeguarding and child protection to children, parents and other partners.
- To raise the awareness of all staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To provide robust Seren Kids systems and procedures that are followed by all members of our community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
- To ensure that all staff working within Seren Kids who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE 2021 guidance), and a single central record is kept for audit.

- We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018

Supporting Children

Seren Kids will support all children:

We recognise that our setting may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- We will promote a caring, safe and positive environment within the setting.
- We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the Seren Kids community.
- We will ensure children are taught to understand and manage risk particularly online as well as through sessions that have links to personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) national curriculum requirements and through all aspects of the Seren Kids setting.
- We will respond sympathetically to any requests for time out to deal with distress and/or anxiety.
- We will offer details of helplines, counselling or other avenues of external support.
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- We will notify Social Care without delay if there is an immediate risk of significant harm.
- For afterschool clubs we will ensure that we share information with the school relevant to the child's safety and wellbeing where there is a concern/requirement.

Prevention / Protection

We recognise Seren Kids plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The setting will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

- Include regular consultations with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they feel safe in the setting.
- Ensure that all children know they can access a trained adult in the setting whom they can approach if they are worried or in difficulty.
- Include safeguarding across the setting and curriculum, including online learning, opportunities which equip children with the skills they need to stay safe from harm during sport and everyday life and to know to whom they should turn for help. In particular this will include anti bullying work, online-safety, accessing emergency services signposting and resources.
- Ensure all staff are aware of Seren Kids guidance for their use of personal mobile technology and have discussed safeguarding issues around the use of personal mobile technologies and their associated risks.

Safe Setting, Safe Staff

We will ensure that:

- The setting operates safer recruitment procedures in line with KCSIE 2021 and that it includes statutory checks on the suitability of staff to work with children.
- All staff receive information about the settings safeguarding arrangements, the safeguarding statement, staff code of conduct policy (code of conduct), This Safeguarding & child protection policy, the role and names of the Designated Safeguarding Lead (DSL) and their deputy(ies)
- All staff receive safeguarding and child protection training at induction which is regularly updated and that they receive safeguarding and child protection updates as required, but at least annually.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns.
- All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.
- All staff have regular child protection awareness training either internally or through a third party provider, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The Safeguarding & Child Protection Policy is made available via the Seren Kids website and that parents/carers are made aware of this policy.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy on our website.
- The name of the designated members of staff for child protection, the DSL and deputy(ies), are clearly advertised in the setting.

- All staff will be given a copy of this policy and other relevant policies and will sign to say they have read and understood it.

All Staff:

Have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
- All staff are 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.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem.
- Staff, however, are well placed to observe children day-to-day during camps and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Child Protection Policy and procedures.
- Plan opportunities for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe, particularly online.
- Attend training in order to be aware of and alert to the signs of abuse and neglect.
- Maintain an attitude of “It could happen here” with regards to safeguarding.
- Understand that safeguarding is “everyone’s responsibility”.
- Know how to respond to a child who discloses harm or abuse
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day.
- If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Children’s Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Report low-level concerns (as defined in KCSIE 2021) about any member of staff/supply staff or contractor to the DSL (or deputy) and where a low-level concern is raised about the DSL it should be shared with DDSL instead.

- Follow procedures set out by the SSCP and take account of guidance issued by the Department for Education to safeguard children.
- Treat information with confidentiality but never promise to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence in camps. For afterschool clubs, we would notify the school the child is absent.
- Understand Early Help and be prepared to identify and support children who may benefit from Early Help and refer or signpost to the correct organisations for early help to the parents/relevant local authority member.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the setting’s Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Assist the senior members of staff in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Directors Camps and Senior member of staff

In addition to the role and responsibilities of all staff the Senior members of staff will ensure that:

- Seren Kids fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- That the setting has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- That all children are supported to report concerns about harmful sexual behaviour freely.
- That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case. And that comprehensive records of all allegations are kept.
- All staff are aware of the role of the DSL, including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to setting staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Deputy DSLs are trained to the same standard as the DSL

- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Children are provided with opportunities throughout the sessions to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff and other adults are dealt with in accordance with relevant legislation and guidance
- That statutory requirements are met to make a referral to the Disclosure and Barring Service where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead/Designated Child Protection Person:

In addition to the role and responsibilities of all staff the DSL will:

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the setting, this responsibility is not able to be delegated.
- Have an "It could happen here" approach to safeguarding.
- Liaise with the local authority and work in partnership with other agencies.
- Manage and submit a relevant concern and/or referral Forms for a child if there are concerns about suspected harm or abuse, and act as a point of contact and support for staff.
- Requests for support should be made securely by email or online system for the local children's partnership/authority to the specific camp/club.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and use the Prevent referral form to refer cases for the local prevent referral service to the specific club or camp. If the matter is urgent then Police must be contacted by dialling 999.
- In cases where further advice from the Police is sought dial 101 and ask to speak to the Prevent Supervisor for the local area in which the camp/club is being held. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required. NB: NSPCC- When to call the police should help DSLs understand

when they should consider calling the Police and what to expect when they do.

- Liaise with the “case manager” and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of staff/supply staff/contractor or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service as required.
- Record “low level concerns” in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.
- Follow DfE and KCSIE guidance on ‘Peer on Peer/Child on Child Abuse’ when a concern is raised that there is an allegation of a child abusing another child within the setting.
- Follow KCSIE and DfE guidance contained in Sexual violence and sexual harassment between children in schools and colleges 2021 and be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.
- When there has been a report of sexual violence, make an immediate risk and needs assessment.
- Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a caseby-case basis and will be put in place as required.
- Be available during setting service times for staff in the setting to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the setting leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole Seren Kids community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Understand and support the settings delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

- Liaise with setting staff on matters of safety and safeguarding and consult relevant policies and guidance available (listed in this policy) to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with Special Educational Needs and Disability (SEND) and young carers.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at the setting; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multiagency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Report to the Director of Seren Kids any significant issues for example, use of the multi-agency escalation procedures, enquiries under section 47 of the Children Act 1989 and Police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Ensure that all staff sign to say they have read, understood and agree to work within Seren Kids's child protection policy and staff behaviour policy (code of conduct) and any other policies in relation to the wellbeing and safety of children.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all staff.
- Ensure that in collaboration with senior members of staff, the child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the setting in this.
- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

- Ensure that the names of the Designated Safeguarding and Deputies are clearly advertised, with a statement explaining the setting's role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in KCSIE 2021.

The Deputy Designated Safeguarding Lead(s):

In addition to the role and responsibilities of all staff the Deputy DSL will:

- Be trained to the same standard as the DSL.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children.
- In the event of the long-term absence of the DSL the deputy will assume all of the functions of the DSL.

Confidentiality, Sharing and Withholding Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.

Information will be shared with staff within the setting who 'need to know'.

Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm.

There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. All staff will always undertake to gain parent/carers consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Child Protection Procedures

Seren Kids have a legal duty to recognise and respond appropriately to:

- Significant changes in the children's behaviour
- Deterioration in their general well-being

- Unexplained bruising, marks or signs of possible abuse
- Signs of neglect
- Comments children make which give cause for concern

If you recognise one of the above for a child, the severity and circumstance will dictate your actions. The important thing for you is to do something and not ignore it. We will create an environment to make the children be and feel safe. Any suspicions or allegations of abuse will be taken very seriously, and they will be acted on quickly and correctly by following the procedure set by the relevant Local Safeguarding Children partnership.

The following procedures apply to all staff working in the setting and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount. All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of: Dates and times of their observations Dates and times of any discussions in which they were involved. Any injuries Explanations given by the child / adult Rationale for decision making and action taken Any actual words or phrases used by the child
5. The records must be signed and dated by the author or / equivalent on electronic based records

6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns the DSL must:

1. Using the SSCP Levels of Need, decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA and the Police if it is appropriate.

2. Normally the setting should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impede a Police investigation. The child's views should also be considered. If there are grounds to suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. 3. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA to discuss concerns.

4. If there is not a risk of significant harm, the DSL will actively monitor the situation.

5. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the Police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the Police may need to conduct a criminal investigation. Alternatively, the DSL may call NSPCC for further advice.

6. When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the staff member to report directly to the Police. The DSL should also be made aware.

Dealing with disclosures

All staff:

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 need to pass information to other professionals to help keep the child and/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. All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the setting premises at the time and have concerns about sending a child home.

Guiding principles, 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, for example, 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 or not 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 immediately verbally or via electronic communication.

If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the C-SPA or Police, as appropriate directly

If you are dissatisfied with the level of response you receive following your concerns, you should press for reconsideration.

Record

If possible, make some very brief notes at the time, and write them up as soon as possible on paper with the date and signed, hand this to the DSL or send the DSL a photo of the notes to their email using work provided equipment only.

Keep your original notes on file

Record the date, time, place, person/s 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

If appropriate, 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

Get some support for yourself if you need it

Review (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?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out. If they have concerns that the disclosure has not been acted upon appropriately, they might inform the DDSL or seek support on next actions from the NSPCC and/or may contact the C-SPA.

Receiving a disclosure can be upsetting for the member of staff and settings should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases, additional support might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Safeguarding concerns and allegations against adults who work with children – referral to the Local Authority Designated Officer (LADO) Procedure

This procedure should be used in all cases in which it is alleged a member of staff, including supply/agency staff, volunteers, or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
 - behaved or been involved in an incident outside of a setting which did not involve children but could impact on their suitability to work with children
- In dealing with allegations or concerns against an adult,

staff must:

Report any concerns about the conduct of any member of staff, volunteer or other adult to the Setting Leader immediately.

If an allegation is made against the Setting Leader, the concerns need to be raised with the DDSL or NSPCC immediately, and subsequently the LADO.

There may be situations when the Setting Leader will want to involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Setting Leader, they will contact the LADO (as part of their mandatory duty) immediately and before taking any action or investigation.

Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the setting will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.

If the matter is investigated internally, the LADO will advise the setting to seek guidance from local authority colleagues and possible next steps.

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (2018).

In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation.

To support the local context, all staff have access to the Surrey and/or local Safeguarding Children Partnership Levels of Need Threshold Document.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. The Neglect Risk Assessment Tool is available to provide more detailed information regarding the assessment of neglect. (You may find it as its own downloadable resource on the policies page of www.serenkids.com)

Indicators of abuse

Neglect

Neglect is a lack of care, but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories.

As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it may not pose a risk to the child.

The duty to safeguard and promote the welfare of children (What to do if You're Worried a Child is Being Abused DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns setting staff have should be discussed with the DSL.

Emotional abuse

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children.

An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

Most harm is produced in low warmth, high criticism homes, not from single incidents.

Physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. But accidental injuries normally occur on the bony prominences – e.g. knees, shins.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the setting.

In the context of the setting, it is normal to ask about a noticeable injury.

Concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

Sexual Abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities.

Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse.

The SSCP professional guidance provides setting staff with information regarding indicators of CSE.

Characteristics of child sexual abuse:

- it is often planned and systematic
- people do not sexually abuse children by accident, though sexual abuse can be opportunistic grooming the child
- people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online) grooming the child's environment
- abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.
- Most people who sexually abuse children are men, but women and other children can commit sexual abuse too.

Sexual violence and sexual harassment between children in the Setting & Peer on Peer/Child on Child Abuse – Policy Framework

This policy framework will need to be adapted to fit the age and developmental stage and understanding of children in your setting.

Additional areas for consideration can be found in the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021)

Ensure your final version covers the expectations set out in KCSIE 2021 Sexual violence and sexual harassment can occur between children of any age and sex.

It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and staff are supported and protected as appropriate.

Policy

We believe that all children have a right to attend our setting and be safe.

Children should be free from harm by adults and other children in the setting.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2021) and following recommendations from the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021).

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of peer on peer/child on child abuse by:

Prevention

Taking a whole setting approach to safeguarding & child protection

Providing training to staff

Providing a clear set of values and standards, underpinned by the setting's behaviour policy and this safeguarding policy.

Responding to reports of sexual violence and sexual harassment

Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools 2018 guidance.

Staff taking the report will inform the DSL or the Deputy DSL immediately

Staff taking a report will never promise confidentiality.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the local C-SPA.

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider;

The victim, especially their protection and support.

The alleged perpetrator, their support needs and any discipline action.

All other children at the setting.

The victim and the alleged perpetrator sharing sessions and space at setting.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the settings approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the local Education Safeguarding Team

Action:

The DSL will consider:

The wishes of the victim.

The nature of the incident including whether a crime has been committed and the harm caused.

Ages of the children involved.

Developmental stages of the children.

Any power imbalance between the children.

Any previous incidents.

Ongoing risks.

Other related issues or wider context.

Options:

Manage internally

Request for support to the C-SPA

Report to the Police (generally in parallel with a request for support to the CSPA)

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator will be asked to discontinue attending Seren Kids sessions until the investigation is closed.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the setting will continue take suitable action (permanent exclusion from Seren Kids services/settings).

. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other children & adults affected will receive appropriate support and safeguards on a case-by-case basis.

The setting will take any disciplinary action against the alleged perpetrator in accordance with the setting's behaviour policy.

The setting recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority. References: DfE Keeping Children Safe in Education 2021 Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021)

Harmful Sexual Behaviour

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and once Brook training has been undertaken it can be used to help professionals:

Make decisions about safeguarding children and young people

Assess and respond appropriately to sexual behaviour in children and young people

Understand healthy sexual development and distinguish it from harmful behaviour By categorising sexual behaviours

The setting can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The setting recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

Anti-Bullying/Cyberbullying

The Seren Kids policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

We keep a record of known bullying incidents which is shared with and analysed by the DSL, DDSL, and senior staff at Seren Kids including directors.

All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Camp Leader and the DSL will also consider child protection procedures.

Online Safety/Cybercrime

Seren Kids has an online safety policy which explains how we try to keep children safe in our setting and how we respond to online safety incidents. We also send home an E-safety book for parents to guide them on supporting our online safety education for the children, and an online safety/rules agreement for the children and parents to sign.

Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and voodoo and for online gaming. Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.

Children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders Children are taught about online safety throughout their time at Seren Kids clubs and camps, and all staff receive online safety training which is regularly updated. Seren Kids's online safety coordinators will also be the DSL and DSSL .

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider further options to encourage a positive outcome.

Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of all racist incidents and take this very seriously.

Radicalisation, Extremism and Terrorism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline. Seren Kids is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Seren Kids seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Staff receive training to help identify early signs of radicalisation and extremism.

The DSL will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, antibullying policy and other issues specific to the setting's profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by email to preventreferrals@surrey.pnn.police.uk and/or the local authority's relevant Prevent officers. If the matter is urgent then Police must be contacted by dialling 999. The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

Encourage, justify or glorify terrorist violence in furtherance of particular beliefs

Seek to provoke others to terrorist acts

Encourage other serious criminal activity or seek to provoke others to serious criminal acts

Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

It is vital that setting staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society.

Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet Aspirations – the child may have perceptions of injustice or a feeling of failure, Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Special Educational Needs and Disability (SEND) – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. The Department of Education guidance The Prevent Duty should be referred to.

Domestic Abuse

Domestic abuse is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and coercive control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of 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. The statutory definition of domestic abuse, based

on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). We use the term domestic abuse to reflect that several abusive and coercive controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other coercive controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse. Where we have reason to believe a child is suffering or witnessing domestic abuse, we will take the relevant and reasonable action to safeguard the child, and where possible the victim of the domestic abuse. However, ultimately the wellbeing of the child is paramount over anyone else. Our staff will inform the DSL or DDSL and they will seek advice from a relevant organisation on next steps.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE. Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments.

All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms

including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The DSL will consider the published SSCP guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited. In all cases if the DSL identifies any level of concern the DSL should contact the CSPA and email a Request for Support Form. If a child is in immediate danger the Police should be called on 999.

The staff are aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self report CSE so staff must be particularly vigilant to potential indicators of risk. The setting includes the risks of sexual exploitation in our E-safety learning during camps and clubs. Children will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Child Criminal Exploitation (CCE) & Gangs

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.

There are a number of areas in which children are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Children can be vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems. Criminal exploitation of children is a typical feature of county lines criminal activity.

Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation. Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL.

A request for support to the C-SPA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. The DSL will contact the C-SPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Sharing Nudes and Semi Nudes

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos.

Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes refers to both images and videos where:

A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.

A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.

A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to. If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images. The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a child has been harmed or is at risk of harm a request for support should be made to the C-SPA and/or the Police as appropriate.

Immediate request for support at the initial review stage should be made to Children's Social Care/Police if:

The incident involves an adult.

There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to SEND).

What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.

The imagery involves sexual acts.

The imagery involves anyone aged 12 or under.

There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to children involved and may decide, with input from Directors of the company, to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

There is a significant age difference between the sender/receiver.

There is any coercion or encouragement beyond the sender/receiver.

The imagery was shared and received with the knowledge of the child in the imagery.

The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.

There is a significant impact on the children involved.

The image is of a severe or extreme nature.

The child involved understands consent.

The situation is isolated or if the image been more widely distributed.

There other circumstances relating to either the sender or recipient that may add cause for concern.

The children have been involved in incidents relating to youth produced sexual imagery previously.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the C-SPA or the Police. The DSL will record all incidents of making, sharing and sending nudes and seminudes including the actions taken, rationale for actions and the outcome.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires staff to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the Police. The duty applies to all persons in the setting who are employed or engaged to carry out 'teaching work'/working with children in the setting.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed. If a staff member is informed by a girl under 18 that an act of FGM has been carried out on her or a staff member observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the staff member should personally make a report to the Police force in which the girl resides by calling 101.

The report should be made immediately. Staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using Seren Kids's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday. There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the staff member should report the case immediately to the Police, including dialling 999 if appropriate. There are no circumstances in which a staff member should examine a girl.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it.

Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Staff should never attempt to intervene directly as an organisation or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151

Honour-based abuse

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

become involved with a boyfriend or girlfriend from a different culture or religion.

want to get out of an arranged marriage;

become involved with a boyfriend or girlfriend from a different culture or religion.

want to get out of an arranged marriage.

want to get out of a forced marriage

wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance to speak to a child who is a potential victim and have just one chance to save a life. The organisation is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

Attendance and Behaviour

Additional policies and procedures are in place regarding attendance and behaviour. The DSL will regularly liaise with members of setting staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm. The setting will work in partnership with Surrey Police and other partners for reporting children that go missing from the site during the setting's day.

Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures. We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries. When applying disciplinary measures such as physical intervention or isolation for children with SEND the setting will consider the risks, given the additional vulnerabilities of these children.

Surrey County Council guidance Touch and the use of Restrictive Physical Intervention When Working with Children and Young People provides further detailed information. Please ask to view a copy or download from the Services for Schools Portal Resources.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff, including temporary staff/supply staff and volunteers, should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the setting's safeguarding arrangements. If it becomes necessary to consult outside the the setting, they should :

- (a) speak in the first instance, to the Area LADO in accordance with the Whistleblowing Policy.

(b) staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the Navex Global web pages

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their setting. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Protecting yourself

Part of safeguarding is also to protect yourself from allegations and to ensure your actions are not misinterpreted by anyone. Do this by observing the following:

- Avoid being alone with a child
 - Take a register of which children are with you for each session, noting the time of the session.
 - If you take a child somewhere e.g. an empty room, do not enter with them, wait outside. If you have to enter the room, it's vital you keep all doors open.
 - Do not play-fight
 - Children should not be encouraged to sit on your lap
 - Challenge any child using 'bad' language
 - Never let children touch themselves or others inappropriately in any form
 - Never let a child's allegation go unchallenged, unrecorded or not acted on
 - Never do personal things for children that they are capable of doing themselves. Encourage children to help each other.
 - Do not build 'special' relationships with individual children
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- You must not, before, during or after your employment make or accept any contact with a child or a friend of a child you know through your work with Fit For Sport or through social networking websites.
 - Any images of children taken on site must only be of those children whose parents allow photos to be taken. Colleagues should not take any photos off site.
 - Any images taken must be appropriate.
 - It is each individual colleague's personal responsibility to delete any images from cameras, phones and recording devices.
 - Images must not be published elsewhere without the authorisation of a company director.

Good practice guidelines

All personnel should be encouraged to demonstrate exemplary behaviour in order to promote children's welfare and reduce the likelihood of allegations being made. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all young people/disabled adults equally, and with respect and dignity.
- Always putting the welfare of each young person first, before winning or achieving goals.
- Building balanced relationships based on mutual trust which empowers children to share in the decision-making process.
- Making activities fun, enjoyable and promoting fair play.
- Being an excellent role model - this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people and disabled adults - avoiding excessive training or competition and not pushing them against their will.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.

Toilet Supervision

All children attending Seren Kids services should be toilet trained, however in some cases there may be a reason for a child struggling with this. In exceptional cases where we are informed by a parent that a child would need help, we would look to local authority guidelines and good practice, seek advice from the parent on how their child is best helped, and listen to the wishes of the child and respect their privacy and autonomy, of course in line with safeguarding and guidelines at all times.

Children in Reception, Year 1 and 2

- Children will be escorted to the toilets and colleagues will remain outside the door.

Children in years 3-6

- All children will ask to use the toilet facilities.
- Colleagues will monitor numbers and ensure children return to their play in the appropriate location.

Additional Resources

[Surrey County Council Education Safeguarding Team webpages](#)

[NSPCC webpages](#)

[Childline webpages](#)

[CEOP ThinkuKnow webpages](#)

[Anti Bullying Alliance webpages](#)

[Childnet International](#)

[Safer Internet Centre webpages](#)

[Contextual Safeguarding Network webpages](#)

[Surrey Safeguarding Children Partnership webpages](#)

[Lucy Faithfull Foundation webpages](#)