



Safeguarding Policy and Procedures

Version no: 0.7

Version Control:

Version Number	Purpose/Change	Author	Date
0.1	Initial draft – To be approved by Committee	Sarah Allen	29/09/17
0.2	Changes to grammatical errors	Claire Saunders	29/09/17
0.3	Change to Chair requirements	Nik Johns	6/10/17
0.4	Change to government guidance	Melanie Nadin	05/10/18
0.5	Yearly review	Melanie Nadin	02/09/19
0.6	Yearly review -ref to covid-19 policy added	Melanie Nadin	05/09/2020
0.7	Update logo	Melanie Nadin	14/09/2020



	Changed chair to director		
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Hixon Preschool focuses on the welfare, safety and protection of all children within its care and promotes an environment that aims to help all feel happy, secure and valued. The welfare of the child is paramount as detailed in The Children's Act 1989, which lists the rights of the child as follows:

- The need for physical care and attention
- The need for intellectual stimulation
- The need for emotional love & security
- The need for social contact and relationships
- The right to have their needs met and safeguarded
- The right to be protected from neglect ,abuse & exploitation
- The right to be protected from discrimination
- The right to be treated as an individual

and also in "Working Together To Safeguard Children 2015":

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- ensuring 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

This policy indicates clear processes to safeguard the welfare of children in our care, especially in situations where abuse or neglect is suspected.

Responsibility and Descriptors

All staff within the setting have a duty to safeguard children and are trained to at least Level 3 . As a setting we have an up to date understanding of safeguarding children issues, with regard to **Staffordshire Safeguarding Children Board (SSCB)** guidelines and guidance set out in the publication **"What to do if you are worried a child is being abused"**.

Abuse may be categorized in the following terms:

- **Physical harm** – any injury, e.g. cuts, bruises, scalds or fractures that have not been accidentally caused. Includes where parent/carer fabricates symptoms or deliberately induces illness in a child.
- **Neglect** – failure to meet basic needs or to protect from harm. Includes failure to thrive, weight loss and slow development. Be alert to children who may have undue absences from scheduled sessions.

- **Emotional harm** – rejection or inappropriate criticism that is apparent from lack of affection, verbal hostility or unpredictable adult behaviour towards a child. This may be witnessing domestic violence. Emotionally harmed children may appear to be attention seeking, aggressive, socially isolated and have low self-esteem.
- **Emotional Abuse** - Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development .It may involve conveying to children that they are worthless or unloved, inadequate a scapegoat within the family ,or valued only in so far as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations or situations being imposed on children. This includes interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning. It can be preventing the child participating in normal social interaction .It may involve seeing or hearing the ill-treatment of another or viewing age inappropriate programs or video games. It may involve serious bullying causing children frequently to feel frightened or in danger. It also includes the exploitation or corruption of children regarding Prevent and terrorist views. Some level of Emotional Abuse is involved in all types of ill treatment of a child though it may occur alone.

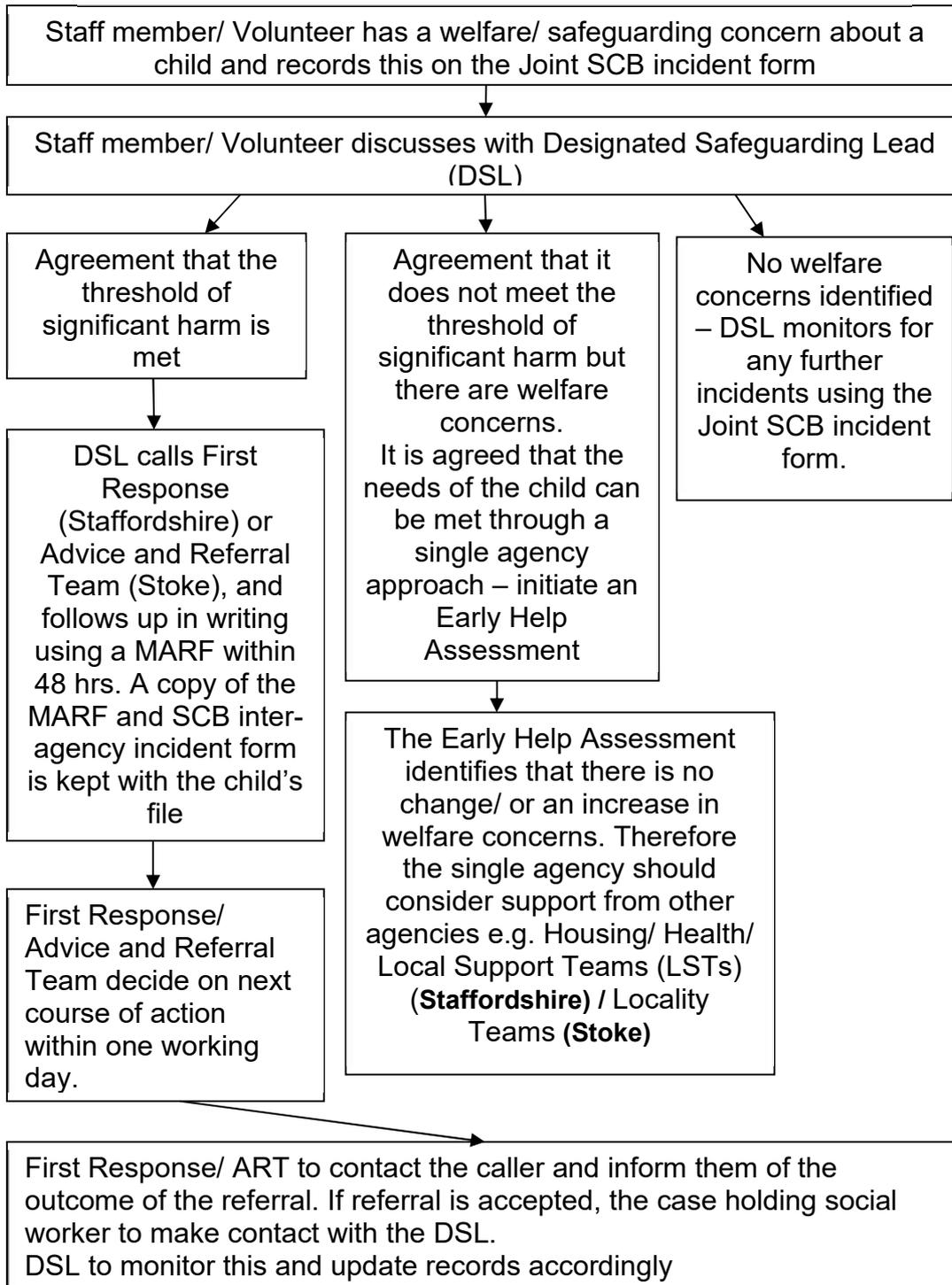
- **Sexual Abuse** – forcing or enticing a child to take part in sexual activities. This may include physical contact (rape/touching) or non-contact, involving children in looking at, or in the production of, sexual images, or watching sexual activity. This may become apparent from direct statements a child makes or is suggested from inappropriate sexualized language or play.

Suspicion of Harm to a child

Any staff at Hixon Preschool observing injuries which appear to be non-accidental, significant changes in a child's behavior or deterioration in their general well-being have a duty of care to report concerns. If a child says anything significant about themselves, another child, family member or carer, staff have a duty to report their concerns providing clear facts not personal opinions to the safeguarding officer. The safeguarding officer will contact the **Staffordshire Safeguarding Children's Board – First Response Team without delay on 0800 1313126**

14. Appendix H

Flow Chart - What to do if you have welfare/ safeguarding concern's about a child



The **First Response Service** (Staffordshire) can be contacted on 0800 1313 126, or the Police on 101

Stoke-on-Trent Advice and Referral Team - 01782 235100 during normal office hours, or the Police on 101



As per the flow chart above an EHA could be needed if a child is

- showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

The Safeguarding Designated Lead (DSL) is: Sarah Allen (Manager) and this cannot be delegated however the Deputy Designated Safeguarding Lead (deputy DSL) in addition to their role and responsibilities will be trained to the same standard as the DSL, will provide support to the DSL in carrying out delegated activities alongside the DSL. In absence of the DSL the Deputy DSL (Melanie Nadin) will carry out activities necessary to ensure the ongoing safeguarding and protection of the children.

Staff at Hixon Preschool do not carry out investigations into whether children have been abused. This is a matter for Specialist Agencies. Factual information, referral records including confidential personal details located on the child's registration form may be requested by the Safeguarding agencies in accordance with any follow up investigation.

Preschool keep a safeguarding time-line concern file locked away in the setting, which holds confidential information and staff have the right to contact the Staffordshire safeguarding advice line at any time to discuss and get advice regarding issues or concerns they may have.

Nature of Concerns

The scope of inquiries corresponding to these arrangements is not confined to concerns about significant harm to a child. This process will apply in any circumstances where there is a reason to believe that a person 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 s/he is unsuitable to work with children.

All staff should ensure that in the event of observing/being aware of inappropriate behavior towards a child by any person, the information is forwarded to the designated lead for Safeguarding – Sarah Allen (Manager)

The safeguarding designated officer will be the lead representative for Hixon Preschool

Safeguarding referrals should be made to:

First Response Team on – 0800 13 13 126



Monday to Thursday 8.30 - 5.00 pm

Friday 8.30 -4.30pm

email: firstr@staffordshire.gov.uk

Emergency Duty Service (Children and families out of hours service) 0345 6042886

Or the police on 101asking for the child protection unit

In an emergency always call 999

INFORMING OFSTED

Ofsted Online please
telephone our contact
centre on

0300 123 1231

open 08:00 to 18:00,
Monday to Friday

Alternatively, you can email
us at

enquiries@ofsted.gov.uk

Or you can write to
us at this address:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Hixon Preschool must inform Ofsted without delay regarding any allegations of serious harm or abuse by any person living, working, or looking after children at the premises. This includes allegations relating to harm or abuse committed on the premises or elsewhere, or any other abuse which is alleged to have taken place on the premises. All action taken in respect of these allegations must be stated. Failure to comply with these requirements is an offence.

All concerns must be kept confidential by all staff. Chronological records will be kept and updated in the setting. This folder must be kept in the locked filing cabinet but information will be shared with safeguarding teams or educational/ Welfare establishments.

General Data Protection Regulations (GDPR)

The safeguarding lead will normally obtain consent from the child's parents to share sensitive information within the setting or with outside agencies, where there is good reason to do so the safeguarding lead may share information without consent ,and will record the reason for not obtaining consent if there is agreement that the threshold for significant harm has been met, in this instance data will be shared with the relevant agencies ,fears about sharing information must not be allowed to stand in the way of the need to promote children's welfare and protect



their safety . The parents will not be told about the referral if it is felt that it will bring further risk to the child.

Safeguarding records should continue to be shared with new schools and the DSL should share the information before the child leaves. The responsibility is placed on the new school to ensure the information is then shared with the relevant key staff.

Safeguarding Training Requirements

All staff at Hixon Preschool will be expected to have a minimum of

- Practitioner – Safeguarding Level 1
- Manager/Designated Safeguarding Lead & Deputy DSL -Safeguarding Level 2
- Directors- level 1 & 2

All new members of staff will go through Hixon Preschool’s safeguarding Policy and Procedure through their induction – where to locate Preschool’s P&P’s, who to consult, what to look out for etc. This will be reviewed annually through staff meetings and if new legislation comes into force.

Disclosure Requirements

Hixon Preschool has a responsibility for ensuring that all staff has an Enhanced Disclosure. The original Certificate will need to be seen and a record will be made of the name, disclosure number, issue date and counter signatory body.

Vetting and Barring

Hixon Preschool has a responsibility for ensuring that staff are considered suitable to work with children. The requirements of the Vetting and Barring Board will be required to be implemented in due course. All staff must inform preschool if they are:

- Charged with a criminal offence involving a child, violence, breach of trust or a criminal offence relevant to their duties .
- Investigated by any authority due to concerns that you may have had involvement in causing harm to a child.

- Diagnosed with any medical condition that may affect your ability to carry out your role with children safely, for example psychotic illness.

Disqualified by Association

All staff will be asked to confirm in writing annually that they are not disqualified by association:
-I confirm i am not living in the same household where another person who is disqualified lives or is employed.(As specified in regulation 9 of 2009 Regulations Subsection e, page 5)

Mobile Phones and Cameras

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

We believe our staff should be completely attentive during their hours of work to ensure all the children in the preschool receive high levels of care and attention. On arrival at preschool all staff should hand in their personal **mobile phones** to be stored in a locked area separate from the children until the end of their shift. The only phones used in the setting are the two designated Hixon Preschool phones which have no cameras or internet connection on them and are only to be used for business purposes and in emergencies.

Photographs are taken using a camera for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website with permission from parents. Camera images once printed and used are removed from the camera immediately so no images are stored and the camera is locked in a filing cabinet onsite and never removed or used anywhere except the main play rooms.

The setting has 2 tablets to take photos for the purpose of using our online assessment programme Tapestry. Parent permission forms are given to all children with their registration forms allow staff to upload photos for the purpose of sharing with parents and store as online journals. All images on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the camera and tablets, which should be placed in and locked in the filing cabinet at the end of each day.



Images taken and stored on the camera must be downloaded on site as soon as possible then deleted. Under no circumstances must the camera be taken in to the toilet area without prior permission from the manager, if this is needed to have photographic evidence of the children washing hands then the manager must supervise the member of staff.

Failure to adhere to this will lead to disciplinary/safe guarding procedures being followed.

References

References will be requested from all potential members of staff following their interview, and evidence should be provided on request to ensure that all members of staff are suitable.

Allegation of abuse against a member of staff

In the event of an allegation being made against a member of staff, Hixon Preschool has a duty to report the incident immediately to: **Staffordshire Safeguarding Children's Board and request the support of a Local Designated Officer (LADO) who will support and guide Pre-School through the investigation process -**

0800 1313126

Mon-Thu 8.30-5pm and Friday 8.30-4.30pm

Email: firststr@staffordshire.gov.uk

In an emergency outside office hours call 0345 604 2886 or police 101

It is a requirement to contact **Ofsted - 0300 123 1231**, regarding any significant event, which incorporates any allegations of serious harm or abuse by any person looking after children in the setting, (whether the allegation relates to harm or abuse committed on the premises or elsewhere).

Whistle-blowing

All staff are aware and understand that they should voice concerns about actions or attitudes of colleagues if they jeopardize the safety and well-being of a child. If a member of staff believes that the Safeguarding officer is not dealing with any issue regarding a reported allegation or concern appropriately, s/he should contact the LADO without delay.

The Prevent Duty

What is the Prevent duty?

The aim of the Prevent Duty is to stop people becoming terrorists or supporting terrorism. Early Years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life, this includes the risk of Female Genital Mutilation and all staff should be trained to be able to identify the risk of this happening. The counter terrorism and Security Act places a duty on early years providers "to have due regard to the need to prevent people from being drawn in to terrorism". This policy is written in accordance with the Counter-Terrorism and Security Act 2015 and forms part of our "Safeguarding Children Policy" document which links in other ways in which we protect children and their families in our care. The government has defined extremism in the Prevent Strategy as "vocal or active opposition to fundamental British Values".

Indicators of vulnerability to radicalisation

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 isolate them from their families and communities. It is vital that the staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis: the child is distanced from their cultural/religious heritage
- Personal crisis: the child may be experiencing family tensions: a sense of isolation and low self esteem
- Personal circumstances: migration, community tensions
- unmet aspirations, the child may have a feeling of failure
- Special educational needs and disability: children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

What are "British Values" and how are they used in the setting?

Hixon Preschool promotes British Values which are a set of five values introduced to help keep children safe and promote their welfare as is the duty of all providers following the EYFS: specifically, to counter extremism.

The fundamental British Values are:

- **Democracy**
- **Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of those of Different Faiths and Beliefs**

Democracy

This part focuses on self-confidence and self-awareness as cited in (P.S.E.D)

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what theme their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree about tidying up and ensure that all children understand rules apply to everyone.

Individual Liberty: Freedom for All

As part of the focus on self-confidence & self-awareness and people & communities as cited in PSED and UW.

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore feelings and responsibility, reflect on their own differences and understand we are free to have different opinions, for example in a small group discuss what they feel about going to reception class.

Mutual Respect and Tolerance: Treat others as you want to be treated.

As part of the focus on communities, managing feelings and behaviour and making relationships as cited in PSED & UW.

- Managers should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.

- Children should require a tolerance and appreciation of and respect for their own and other cultures, know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect value and diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

It is important that all staff know how to identify a child or parent/carer who may be at risk of being drawn into terrorism and know how to refer them for further help. If staff are concerned about someone in relation to radicalisation (The process by which a person comes to support terrorism or forms of extremism) and extremism (vocal or active opposition to Fundamental British Values) they will contact the **Staffordshire Police Prevent Team** on the following numbers

- **01785 238239 or 01785 233109**

How to refer

- **Notice** - Practitioner has a concern about an individual in relation to radicalisation.
- **Check** - Are there any reasons for the change in behaviour?
- **Share** - Discuss concern with colleagues / safeguarding lead.
- **Refer** - If practitioner still has concerns, contact Staffordshire Police Prevent Team.



If you are concerned about someone in relation to radicalisation and extremism and would like to make a referral, please contact the Staffordshire

**Police Prevent Team:
Telephone: 01785 238239 or 01785 233109**

Email: prevent@staffordshire.pnn.police.uk

What happens when I make a referral?

The Prevent Team will assess the referral, collect any necessary information and use this to determine whether the person is appropriate to be referred to Channel.

Channel Panel decides how the individual will be supported and creates an action plan.

The school (or other referring agency) may be called upon to provide information to the Panel and / or be part of the intervention.

Channel Panel regularly review, monitor progress and manage risk.

Channel is a multi-agency approach which provides support to individuals who are at risk of being drawn into extremism. In Staffordshire the **Channel Panel** is chaired by Staffordshire County Council and takes place on a monthly basis.

Want to know more about Channel? Visit the online learning resource:
http://course.ncalt.com/Channel_General_Awareness



"Chanel" is a part of the Prevent Strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn in to terrorism. The Chanel panel is chaired by Staffordshire Count Council and takes place on a monthly basis.

Contacts and useful resources



Staffordshire Police Prevent Team

01785 238239 or 01785 233109

prevent@staffordshire.pnn.police.uk



Staffordshire
Safeguarding Children Board

Staffordshire Safeguarding
Children's Board
Staffordshire Channel Guidance

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Pactitioners.aspx>



This document has regard to the statutory guidance "working together to safeguard children 2015" and is in keeping with the Staffordshire Safeguarding Children Board Policies and procedures including section 6a /SOT A09.

Coronavirus (Covid-19)

At Hixon Preschool we take health and safety very seriously. In light of the current outbreak of the coronavirus (2020) we have put together information, all of which is based on Public Health England advice/Government guidelines and will be reviewed regularly as and when circumstances change. Please see separate Coronavirus (Covid-19) policy.

Domestic abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and 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 term domestic abuse is used to reflect a number of abusive and controlling behaviours as well as violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as domestic abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, well being and understanding 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.

Children with special educational needs and disabilities

The preschool is aware of and works to overcome the additional vulnerabilities of children with special educational needs (SEN) and disabilities and the difficulties in recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood or injury related to the child's disability without further explanation;
- being more prone to peer to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing and signs
- communication barriers and difficulties in overcoming these barriers

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. 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 the property. The DSL is aware of contact details and referral routes in to the Local Housing

Authority so they can raise/progress concerns at the earliest opportunity .Whist referrals and/or discussion with the LHA should be progressed as appropriate, this does not , and should not, replace a referral in to children's social care where a child has been harmed or is at risk of harm.

Children and the court system

The preschool is aware that on occasions children are sometimes required to give evidence in criminal courts , either for crimes committed against them or for crimes they have witnessed and will work with other agencies to provide any such children with additional support.

Children with family members in prison

Children with a parent in prison are at risk of poor outcomes including poverty, stigma ,isolation and poor mental health. The preschool is aware of the additional vulnerability of these children.

Child criminal exploitation & gangs including county lines

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 .Girls may be particularly at risk of sexual exploitation. 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, and the victim is trafficked to transport drugs.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL.

A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. If there is concern about the child's immediate safety, the Police will be contacted.

Child sexual exploitation

- 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
 - b) And/or 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 is passed immediately to the DSL.
- The preschool is aware there is a clear link between regular non-attendance at preschool and CSE. Staff will consider a child who is a regular non-attender to be at potential CSE risk and make reasonable enquiries with the child and parent to assess this risk.

The preschool is aware that a child often 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.

Intent to Commit Suicide

If a child discloses an intent to commit suicide preschool staff will inform the designated DSL without delay and the child will not be let home without support having been put in place.(First Response then act upon their advice).

Honour- based violence

Honour based violence (HBV) 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 violence may 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
- want to get out of a forced marriage
- wear clothes to 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 .Honour based violence also covers the practice of breast ironing in young girls.

Female genital mutilation (FGM)

FGM involves procedures that intentionally alter/injure the female genital organs for non - medical reasons.

There are 4 types of procedure

- Type 1 Clitoridectomy :partial/total removal of clitoris
- Type 2 Excision :partial /total removal of clitoris and labia minora
- Type 3 Infibulation :entrance to the vagina is narrowed by repositioning the inner/outer labia
- Type 4 All other procedures that may include :pricking, piercing, incising, cauterising and scraping the genital area.

Female genital mutilation 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 teachers to report 'known' cases of FGM in under 18's**,which are identified in the course of their professional work ,to the police. The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. 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. The report should be made immediately.

Preschool staff are trained to be aware of risk indicators of FGM which include:

- Prolonged absence from preschool
- behaviour change on return from a holiday abroad
- bladder problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something someone did to them that they are not allowed to talk about
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure

There are no circumstances in which a teacher or other member of staff should examine a girl.

Peer on peer abuse including bullying

The preschool recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or an acceptable part of growing up. We recognise that peer on peer abuse can take many different forms such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. Sexual violence, sexual harassment and sexually harmful or problematic behaviour are also forms of abuse.

The preschool acknowledges that to allow or condone any of the above behaviour may lead to consideration under child protection procedures.

All staff are aware that children with SEND and LGBT children or those perceived to be LGBT or perceived as different are more susceptible to being bullied/victims of child abuse.

Sexual Violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children at 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will in all likelihood have an adverse affect on their educational attainment as well as their emotional well being. It is important victims are taken seriously and offered appropriate support.

We believe that children have a right to attend preschool and learn in a safe environment. Children should be free from harm by adults and other children in the preschool. We are clear that sexual violence and sexual harassment are not acceptable , will never be tolerated and are not an inevitable part of growing up.

Staff taking a report will inform the DSL or the Deputy DSL immediately, they will never promise confidentiality ,parents or carers should usually be informed (unless this would put the child at greater risk).The DSL making the decision regarding the issue will follow the following possible options

- Manage internally
- Early Help Intervention
- Refer to Children's Social Care
- Report to the police (generally in parallel with the referral to Children's Social Care)

Use of "Reasonable Force" in preschool

There are circumstances when it is appropriate for staff in preschool to use reasonable force to safeguard children and young people. The term covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to holding the child so to prevent their head banging on the floor as they throw themselves backwards, "reasonable" in these circumstances means 'using no more force than is needed'. A manual handling assessment will be completed for each child as necessary and discussed with parents so both staff and parents are aware of and comfortable with the measures being used.

Staff must only ever use physical intervention and restraint 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 and never as a punishment or to cause pain. 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. When applying disciplinary measures for children with SEND the preschool will consider the risks, given the additional vulnerabilities of these children.

Safeguarding Previously "Looked After" Children

The term looked after refers to children and young people who are in the care of the government or who are provided with accommodation for more than a continuous period of 24 hrs, in addition children who live away from home for other reasons whilst not being "looked after" may still be vulnerable e.g. private fostering. These children should be afforded the same essential safeguards against abuse, but practice needs to be framed on an understanding there may be additional risks and vulnerabilities, it is important all agencies work together to safeguard them.

Last updated September 2020 -Date for review September 2021 unless new legislation comes in to effect.