



Village Montessori Nursery School Ltd

Child Protection and

Safeguarding Children Policy

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Key Contacts for Safeguarding and Child Protection at the Nursery

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1. Purpose of policy

Village Montessori Nursery School Ltd fully recognises its responsibilities for safeguarding children. Our children's welfare and safety are at the heart of our nursery's ethos and in everything we do.

In this policy, a 'child' means all children and young people below 18 years of age.

In accordance with relevant law and guidance, as set out below in the second section, this policy details our procedures for safeguarding.

Every member of staff and volunteers will ensure that their approach and actions are child-centred. This means that they'll consider, at all times, what is in the best interest of the child. Because of the day to day contact with children, members of staff and volunteers are well placed to observe signs of harm, abuse, neglect and sexual exploitation.

Village Montessori Nursery School Ltd ensures that arrangements are in place to safeguard and promote the welfare of children by:

- Creating and maintaining an environment where all children feel secure, are encouraged to communicate, and are listened to.
- Making sure that all children know which adults in the school they can approach if they have any worries. E.g. A photo of the Designated and Deputy Safeguarding Lead (DSL) contact email and telephone number.
- Teaching children to keep themselves safe from all forms of abuse including: child sexual exploitation, female genital mutilation, extremism, radicalisation, and peer to peer abuse including sexual violence and sexual harassment.
- Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.
- Providing effective, relevant and ongoing training and development for all staff. We do this through variety of external providers, including local authority, prevent leads, and local County Lines Officers, to ensure best practice.
- Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to other agencies, ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
- Reviewing and supporting children who are subject to child protection plans and contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about children, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions) and ensuring all records are kept securely and shared appropriately.
- Ensuring the suitability of all staff through safe recruitment practice and maintaining an accurate and up to date Single Central Register.

- Making sure that all members of staff and volunteers understand their responsibilities with regard to safeguarding and child protection.
- Ensuring the parents and carers also have an understanding of the responsibility placed on the nursery and its staff for safeguarding and child protection.
- Maintaining awareness of those students who are persistently absent or missing from nursery school, notifying the local authority in line with 'Children Missing in Education' protocols.
- Maintaining clear procedure in line with the latest guidance for reporting allegations against staff members

Furthermore, **Village Montessori Nursery School Ltd** recognises that:

- Come children are at increased risk of abuse
- Some children face additional barriers with respect of recognising or disclosing abuse.

The nursery is committed to recognising diversity and ensures anti-discriminatory practices. All members of staff ensure that all children have the same protection. We pay special attention to children who:

- Have special educational needs (SEN) or disabilities (further information is in section 9)
- Are young carers
- Show signs of mental health problems
- Have poor attendance
- May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality
- Are at risk of FGM, sexual exploitation, or radicalisation
- Are asylum seekers
- Have English as additional language
- Are known to be living in difficult situations e.g. where there are issues at home, such as: substance abuse/misuse or domestic violence or where a family has mental health needs
- Are at risk due their own or family member's mental health needs
- Are within the care system and are looked after or have been previously looked after or have a social worker

2. Safeguarding Children

2.1 **Village Montessori Nursery School Ltd** recognises that safeguarding covers a broad range of areas and it aims to achieve the following:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health and/or development
- Ensuring children are growing up in circumstances with the provision of safe and effective care
- Undertaking a role to enable children to have optimum life chances, so they can enter adulthood successfully

2.2 As part of meeting a child's needs, **Village Montessori Nursery School Ltd**:

- Recognises that sharing information, particularly with safeguarding partner agencies and other professionals, must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- Recognises that, to facilitate the sharing of 'special category personal data', the DPA 2018 contains safeguarding of children and individual at 'risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or that to gain consent would place a child at risk.
- Will identify children who benefit from the Early Help process and make timely disclosure to the Local Authority to enable that process to begin. Working with safeguarding partners and other professionals to assist with these assessments and work flowing from these assessments.
- Recognises that mental health issues can be an indicator of abuse and neglect and will share any such concerns appropriately.
- Will identify children who may be suffering from significant harm and make child protection referrals.
- Will identify children who need extra help and make appropriate referrals, including to early help service, to prevent concerns escalating.

2.3 **Village Montessori Nursery School Ltd** also understands the importance of contextual safeguarding, i.e. that incidents or behaviours can be associated with factors outside the setting and can occur between children outside the setting. All members of staff should be considering the context within which such incidents and behaviour occur. This is known as contextual safeguarding and simply means that assessments should consider whether wider environmental factors are present in a child's life that is a threat to their safety and/or welfare.

3. Legislation and guidance

This policy for **Village Montessori Nursery School Ltd** is derived from a variety of legislation provisions and statutory guidance. In particular, it is based on good practice found in:

- **Keeping Children safe in Education (2020)**
- **Working Together to Safeguard Children (2018)**

This safeguarding policy and procedures comply with all of this guidance and is updated with local arrangements agreed and published by the local safeguarding partners.

The following legislation is also incorporated into this policy:

- **The Children Act 1989** (and 2004 amendment) which gives a broad framework for the care and protection of children and includes provisions for Local Authority inquiries, care proceedings, and emergency provisions.
- **Female Genital Mutilation Act 2003 S 5B(11)**, as inserted by section 74 of the **serious Crime Act 2015**, places a statutory duty on teachers to report to the police where they discover/find that female genital mutilation (FGM) appears to have been carried out on a girl under 18. Responsibilities for safeguarding and supporting girls affected by FGM are found in **Statutory guidance on FGM**.
- **Rehabilitation of Offenders Act 1974** outlines provisions for when people with criminal convictions can work with children.
- 'regulated activity' in relation to children is found in Schedule 4 of the safeguarding Vulnerable Groups Act 2006.
- Schools 'PREVENT' duties under the Counter-terrorism and security Act 2015 with respect to protecting people from the risk of radicalisation and extremism can be found in: Statutory guidance on the Prevent Duty.

Other statutory provisions relevant to child protection and safeguarding include:

- The Education Act 2002 (section 175/157)
- The Education (pupil information) (England) Regulations 2005
- Prevent Duty Guidance for England and Wales – September 2015
- The sexual Offences Act, 2003, Home Office
- Teaching on-line safety in schools, DfE, 2019

A full list of the guidance this policy has referred to, and which members of staff can refer to for further information, can be found in the Appendix 'The Schools' Statutory Duty

Village Montessori Nursery School's policy reflects the requirements of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations

2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children.

It also reflects the provisions of the Statutory Framework for the Early Years Foundations Stage which deals with safeguarding and welfare in the childcare sector.

3.1 Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, and the use of physical intervention and restraint.

This document must therefore be read, used, and applied alongside the nursery policies and procedures referred to below:

- Disclosure and Barring Service (DBS) vetting checks for all staff and volunteers
- The staff recruitment and selection processes, in line with the Children’s Workforce Development Council procedures
- Local Authority policies on dealing with allegations against member of staff
- The guidelines for visitors
- The Safer Working Practices guidelines for member of staff and volunteers
- The E-safety and Information Technology Acceptable Use Policy
- Staff Code of Conduct
- Data Protection Policy
- Online Safety Policy
- The personal technology in nursery
- The Behaviour and Anti-bullying Policy
- The Confidentiality Policy
- The Health and Safety Policy
- The Trips and Visits Policy
- The Whistle-blowing Policy
- The Complaint Policy

4. Responsibilities

Village Montessori Nursery School recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

All members of staff working (including visiting staff) in **Village Montessori Nursery School** are required to:

- Read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance. Keeping Children Safe in Education, and review this guidance at least annually.
- Be aware of our child protection and safeguarding policy and procedures, including referrals and statutory agencies. They must understand the role of Designated Safeguarding Lead (DSL) and know how to deal with children missing from education.
- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2020.
- Know how to deal with a disclosure. If a child discloses to a member of staff that they are being abused, the staff member should follow the guidance set out in **Appendix 1**
- Report instances of actual or suspected child abuse or neglect to the DSL, or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM as set out in this policy.
- Understand the school's management policy and procedure and know what to do in the event of allegation made against someone working with children.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to peer on peer abuse. Staff should follow the Child Protection Procedures with regards to peer on peer abuse as outlined in this policy. Further information can be found in **Appendix 2**.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Be aware of the early help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

The Nursery Manager will:

- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.

- Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL.
- Have regular meeting with DSL.
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
- Attend advanced training with an accredited provider.
- Ensure that all staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- Be alert to the signs of harm and abuse and specific safeguarding issues including but not limited to: Child sexual Exploitation (CSE); FGM, and radicalisation. Staff should follow the Child Protection Procedures with regards to these as outlined in this policy.
- Appoint a designated early year practitioner to promote the educational achievement and welfare of children who are looked after and to ensure that this person has appropriate training.
- Communicate clearly to Parent Teacher Association (PTA), visitors and parents so everyone understands the school's safeguarding policy and procedures.
- Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed inside the setting, nursery website along with this policy.
- Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure all appropriate checks are made in relation to all members of staff, volunteers, and visitors.
- Ensure school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of children and member of staff at the nursery.
- **Village Montessori Nursery School** ensure the relevant staffing ratios are met, 1 adult: 8 children (3 year old and above), 1 adult: 4 children (2 year old)
- **Village Montessori Nursery School** makes sure each child in the Early Years Foundation Stage is assigned a Key Person.

The Designated Safeguarding Lead (DSL) is responsible for:

- Being available for members of staff to discuss any safeguarding issues or concerns
- Ensuring all staff are aware of the DSL and deputy contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Manager appraised.

- Ensuring the nursery's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance outlined in Appendix 3 and 4
- Being aware of the latest national and local guidance and requirements and keeping the Manager and all member of staff informed as appropriate
- Attending accredited, enhanced training each year, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via e-bulletins, email, or as part of staff meetings) is organised according to the agreed programme with Manager and renewed through ongoing professional development.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communications and liaison takes place between the school and the Local Authority or partner agencies, and any relevant agencies, where there is a safeguarding concern in relation to a student.
- Ensuring that all staff have an understanding of child abuse, neglect, and peer on peer abuse and their main indicators including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).
- Maintaining details of any looked after child's social worker.
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Ensuring relevant records (and further information not contained in the child's protection file) are passed on appropriately when children transfer to another nursery, or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the nursery and ensures liaison to support the welfare and safety of the child.
- Undertaking the Children and Safeguarding Board Executive (LSBC) annual safeguarding audit.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support members of staff who make such referrals directly.
- Contributing and helping other members of staff to contribute to early help assessments.
- Meeting regularly with the Manager to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely with each member of staff.

5. Child Protection Procedures

5.1 Staff at **Village Montessori Nursery School** will follow the necessary child protection procedures if an incident occurs. They will be made aware that:

- Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately.
- Anyone can make a referral.
- Staff should not assume that somebody else will take action/share information that might be critical in keeping children safe.
- When referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.
- The reporting of concerns relating to Female genital Mutilation (FGM) is mandatory.
- The DSL or Deputy DSL will always be available to discuss safeguarding concerns.

When a member of staff at **Village Montessori Nursery School** suspects that any children may have been subject to abuse, or a child has suggested that abuse has taken place either to themselves or another child, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL if the DSL is off site.

The DSL or Deputy DSL will:

- Ensure the allegation is acted on within the school day.
- Ensure that the Manager is informed of all allegations unless the allegation is against the Manager, in which case the Owner will be informed.
- Deal with the allegation in accordance with the agreed procedures. In the case of a sexual harassment matter, **Village Montessori Nursery School** will follow the latest procedures as set out in Keeping Children Safe in Education 2020, which can be found in Appendix D.
- Be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

Allegations of Abuse

Appendix 1 provides guidance and detail about:

- Each child abuse category
- Potential signs of abuse
- Specific procedures about how to deal with a disclosure

5.2 Female Genital Mutilation (FGM)

The FGM Mandatory Reporting Duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires teaching staff to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or they
- Observe 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 that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

5.3 Allegations Against Members of Staff

All allegations of abuse made against a member of staff (including supply teachers and volunteers) in relation to a child must be brought to the attention of the Manager and where appropriate the Designated Safeguarding Lead immediately. The manager will act in a co-ordinating role.

In the event of that the Manager is the subject of the allegation, the DSL will report to the Owner immediately to establish (as outlined in KCSIE 2020) 'the nature, content and context of the allegations' and agree the appropriate course of action. In some cases, allegations may be so serious that they will require immediate intervention by the police and/or children's social care services.

If the allegation against a teacher or member of staff (including supply teachers and volunteers) meets any of the following criteria, the Manager (or other lead person) must report it to the Local Authority Designated Officer (LADO), the same day:

- They have behaved in a way that has harmed a child, or may have harmed a child.
- They possibly committed a criminal offence against or related to a child.
- They have behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- They have behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

For other allegations, the Manager and DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer.

When the Manager considers that a referral may be warranted under Child Protection Procedures and an allegation appears to meet the criteria, the Manager will inform the Local Authority's Designated Officer (LADO).

The LADO must be informed of all allegations that come to the nursery's attention that meet the criteria, so that he/she can consult the police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care. All alleged physical injuries must be investigated by the appropriate external agencies.

Village Montessori Nursery School will inform Ofsted of the allegation and actions taken, within the necessary timescale – 24 hours.

5.4 Whistleblowing

Where a staff member at **Village Montessori Nursery School** feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

General guidance on whistle-blowing can be found via: <https://www.gov.uk/whistleblowing>

The NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285, which is available from 0800hrs - 2000hrs, Monday to Friday, an email: help@nspcc.org.uk

5.5 Training for staff

Village Montessori Nursery School ensures all staff complete safeguarding and child protection training as part of their induction. The nursery also has a commitment to updating training for all staff each year and for appropriate staff to attend Local Authority and Inter-Agency Safeguarding Board Meetings.

To achieve this:

- Time will be given to enable this commitment to be met.
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training every year.
- All staff and volunteers new to the school will be given appropriate safeguarding training as part of their induction programme to the nursery. Updates will feature regularly in all staff and SLT meetings, as appropriate.
- All nursery staff will undertake the training at least every two years as organised by the DSL.
- Newly recruited staff will complete the online training as part of their induction and will receive nursery-specific training, including being made aware of local risk factors for extremism.
- The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency training every year.
- The DSL will attend Prevent training (WRAP) as provided by the Home Office and Local Authority
- The manager will attend advanced training with a designated provider

5.6 Suitability of staff and safe recruitment practices

The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff (including supply teacher) and volunteers working at the nursery are suitable to do so and therefore do not pose any kind of risk to our children.

6. Prevent duty – Safeguarding children who are vulnerable to extremism

6.1 The Nursery prevent strategy

Village Montessori Nursery School follows the statutory guidance on the nursery's responsibility to fulfil our Prevent Duty. We are aware that there have been occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including those justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism.

It is rare for children to become involved in terrorist activity. However, some children from an early age can be exposed to terrorist and extremist influences or prejudiced views. Consequently, the nursery takes the view that early intervention is always preferable and includes this in its procedures as it does for all safeguarding concerns.

In line with both the fundamental British Values and the Nursery Values, the following key principle underpin the community in which the nursery is based:

- Inclusion
- Tolerance
- Freedom of speech
- The expression of beliefs and ideology.

Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is subject to treating others with respect, understanding differences, equality, an awareness of human rights, community safety, and community cohesion. The Prevent statutory guidance requires nursery to have clear protocol for ensuring that any speakers are appropriately supervised and suitable.

The nursery is committed to working with the local authority and other partners, families, and communities to play a key role in ensuring young children and our communities are safe from threat of terrorism. The DSL, will keep up to date with all local policies and procedures relating to Prevent.

Staff must consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care.

6.2 Visiting speakers

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some case, the nursery may request a copy of the visiting speaker's presentation and/or footnote in advance of the session being provided.

Visiting speakers, whilst on the setting site, will be supervised by a member of staff. On attending the nursery, visiting speakers will be required to show an original current identification document that includes a photograph, such as passport or photo card driving licence. The nursery shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

6.3 Reducing risks of extremism

The manager and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk.

Actions will include considerations of:

- The nursery's curriculum,
- Relationship Education and Health Education
- SEND policy

Risk assessments will include:

- The use of nursery premises by other users
- Integration of children by gender and SEND
- Anti-bullying policy
- Other issues specific to the nursery's profile and community

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all nursery staff will be vigilant to changes in children's behaviour which could indicate that they may be in need of help or protection.

It is commonly recognised that children at risk of radicalisation may display changes in behaviour, show different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and always act proportionately and seek support if they are concerned.

The nursery recognises that the Prevent duty does not ask teachers to carry out unnecessary intrusions into family life, but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

6.4 Potential signs of radicalisation and extremism

There is no limit to the signs that you might notice – every child is different. However, some of the indicators staff should look out for include:

- **Vulnerability:** identify crisis, personal crisis, migration, unmet aspirations, and history of criminality
- **Access to extremist influences:** friendship groups, media
- **Experience and influences:** social rejection, personal impact from wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews
- **Travel:** pattern of regular extended travel, and unexplained absences
- **Social factors:** disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or mental health, being a child of a foreign national or refugee

It is always worth remembering that numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most children do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have specific connection to the threat of radicalisation.

6.5 Response

Village Montessori Nursery School will appoint a Prevent Single Point of Contact (SPOC) to be the lead within the nursery for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. This will normally be the Designated Safeguarding Lead.

6.6 SPOC Responsibilities

Raising Awareness

The Prevent Single Point of Contact (SPOC) role is to raise awareness in relation to all aspects of Prevent and the counter-terror agenda generally. They also promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism, it is expected that the SPOC will ensure that members of staff are aware of the role and its responsibilities.

SPOCs are also expected to provide advice and guidance to staff within their setting. The Channel coordinators have a range of training packages available to help raise awareness. The aim of training the trainers is to streamline the safeguarding agenda and give everyone the necessary knowledge.

Receiving Referrals

It is expected that if a staff member within the nursery identifies an individual vulnerable to radicalisation, they will contact the SPOC and/or DSL first to discuss the case internally. They should be asked to record their concerns and raise it, as they would with any other safeguarding concern, with the Local Authority. If deemed suitable, the staff member will be asked to complete the Referral and Assessment Form (RAF). This should then be emailed to the Channel coordinator at: channel.project@gmp.police.uk

The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. At no point will the person be recorded on a criminal records system as a result of being involved in this process. The coordinator will then complete a case summary and return it to both the SPOC and the staff member. The SPOC should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting.

Hampshire Local Safeguarding Children Board: www.hampshirescp.org.uk

West Sussex Local Safeguarding Children Board: www.westsussexscp.org.uk

In addition to the above, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel panel for screening and assessment.

More information on Channel Programme: <https://www.gov.uk/government/publications/channel-guidance>

6.7 Training

Village Montessori Nursery School will ensure that the DSL and/or SPOC will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme. This will be the responsibility of the DSL/SPOC.

7. Safeguarding children who are vulnerable to Female Genital Mutilation (FGM) and peer-on-peer abuse

All members of staff at **Village Montessori Nursery School** will be provided with an awareness of safeguarding issues such as drug taking, alcohol abuse, and sexting (also known as youth produced sexual imagery) put children in danger.

7.1 Honour-based Abuse: Female Genital Mutilation (FGM)

There is a specific legal duty on teachers regarding FGM. If, during the course of their work, a member of staff discovers that an act of FGM appears to have been carried out on a girl under the age of 18 years, then

they must report it to the police. All staff at **Village Montessori Nursery School** will recognise this responsibility.

What is FGM?

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

Why is it carried out?

It is often based on a belief that FGM:

- Brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Is part of being a woman/rite of marriage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Is mistakenly believed to make childbirth easier

FGM IS A CRIMINAL OFFENCE. There is no justification for this procedure.

All members of staff at **Village Montessori Nursery School** will be made aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM.

All teachers have a mandatory responsibility to report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSL will take on this responsibility if the DSL is not available).

Circumstances and occurrences that may point to FGM happening include:

- The child talking about getting ready for a special ceremony
- The child and their family taking a long trip abroad
- The child's family from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemen, Afghani, Kurdistan, Indonesia, and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- The child talking about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child had undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued

- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract activity
- Disclosure

Further guidance and information are available from:

NSPCC FGM Helpline

Contact days and times: 24 hours

Tel: 0800 028 3550

Email: fgmhelp@nspcc.org.uk

7.2 Peer-on-peer abuse

All member of staff at **Village Montessori Nursery School** will be made aware that children can abuse other children (referred to as peer-to-peer). This is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm
- Sexual violence, such as rape, assault by penetration, and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Up-skirting, which is a form of abuse that has been high on school and court agendas for a number of years and is a criminal offence in its own right under the Voyeurism (Offences) Act 2019. Up-skirting occurs when someone takes a picture under a person's clothing, with or without underwear, without them knowing or without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is common aspect of peer-to-peer abuse and can happen to any gender.
- Sexting (also known as youth produced sexual imagery)

8. Procedure for children identified as being 'at risk' or vulnerable to FGM, children who are at risk from or involved in violent crime and peer-on-peer abuse

Where risk factors are present but there is no evidence of a particular risk, the DSL/SPOC at **Village Montessori Nursery School** will advise staff on preventative work that can be done within the school to engage the children into mainstream activities and social groups.

The DSL may well be the person who talks to the child's family where appropriate, sharing the nursery's concern about the child's vulnerability and how the family and nursery can work together to reduce the risk.

In this situation, depending on the level of concern and agreement with the parent and the child (as far as possible):

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised;
- The nursery will review the situation after taking appropriate action to address the concerns

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services or involving the local Safeguarding Children's Board. If the concerns about the student are significant and meet the additional needs/complex need criteria, he/she will be referred to the MASH. This includes concerns about a child who is affected by the behaviour or a parent or other adult in their household.

9. Children Missing in Education

All children, regardless of their circumstances or background, are entitled to full-time education that is suitable to their age, ability, aptitude, and any special educational needs and disabilities.

The nursery takes a range of actions to tackle Persistent Absentees and completes official reports on children who are persistently absent from nursery.

The nursery recognises that some children seeking leave of absence are vulnerable to risk of abuse, neglect, or travelling to conflict zones, or at risk of FGM or forced marriage.

All members of staff are trained to look out for these triggers and the nursery works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have personal responsibility undergo training on attendance and safeguarding issues on an annual basis.

Where this is identified, staff should alert the DSL and Manager. The DSL will, as soon as a concern is established, alert the Local Authority.

As a matter of course: student absence must be followed up on a daily basis – this must be a priority. Unless circumstances indicate that a child is at risk and immediate action is necessary, the Local Authority will be informed of every child who has a continuous period of unexplained absence of three days or more.

The admissions register at the school is kept and the Local Authority is informed of all children who are removed from the nursery register when they:

- Have been taken out of nursery by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend nursery and no longer live within reasonable distance of the school at which they are registered.
- Have been certified by the nursery medical officer as unlikely to be in a fit state of health to attend nursery before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the nursery after ceasing to be compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, in line with the local authority guidelines, but no later than at the point of deleting the child's name from the register.

No children will be removed from a nursery register until all safeguarding checks have been completed or the whereabouts of a child has been established.

10. Domestic Abuse

Domestic violence and abuse refers to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Operation Encompass

This initiative helps police and nurseries to work together to provide emotional and practical help to children who have been involved in domestic abuse. When the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) before the child or children arrive at nursery the following day. This ensures that the nursery has up to date and relevant information about the child's circumstances and can enable support to be given to the child according to their needs. DSLs should endeavour to alert relevant pastoral support staff as soon as possible where this is appropriate.

Police force not signed up to operation encompass will have their own arrangements in place.

11. Online Safety

Village Montessori Nursery School's Online, E-Safety and Acceptable use of Technology Policies can be found on the nursery website or upon request. All members of staff will be made aware of the contents.

The E-safety policy and related policies must be read alongside this document and in conjunction with the DfE guidance: Teaching on-line safety in schools, June 2019

Children must be safeguarded from potentially harmful and inappropriate online material. As such, the nursery ensure appropriate filters and appropriate monitoring system are in place.

12. Opportunities to teach safeguarding

Village Montessori Nursery School's will ensure that children are taught about safeguarding. This may include covering relevant topics through learning in general but is covered particularly in Relationships Education and Relationships. This will be delivered through PSE lessons.

13. Opportunities to teach safeguarding

All members of staff in **Village Montessori Nursery School** will have an awareness of issues around safeguarding looked after children. The Manager or DSL will ensure that staff have the skills, knowledge, and understanding necessary to keep looked after children safe.

Staff will be aware of the legal status of a looked after child's care arrangements. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead (DSL) will have details of the student's social worker and the name of the virtual school head in the authority that looks after the child.

The Manager will appoint a SEN coordinator to promote the educational achievement of children who are looked after and to ensure that this member of staff has appropriate training.

12. Children with a social worker

We recognise that children with social workers can need extra support. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of academic support

15. Children who harm other children (Peer on Peer abuse)

Village Montessori Nursery School recognises that children are capable of abusing their peers. Examples of this may include when children are violent or cause danger towards other children.

It can also be when children sexually abuse or sexually harass other children – please refer to Appendix 2.

Where a child's behaviour causes significant harm to other children, staff should follow the child protection procedures for the nursery. The DSL will refer the child in line with the local area safeguarding protocol for these children.

12. Confidentiality and Record Keeping

Staff at **Village Montessori Nursery School** have a professional responsibility to share information about the protection of children with the DSL and potentially external investigating agencies, where possible, under the guidance of the DSL.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer the matter to the DSL.

Accurate, signed, and dated written notes must be kept of all incidents of Child Protection concerns relating to individual children. If a teacher or any other member of staff has a child protection concern, they should inform the DSL or Deputy DSL as soon as possible. These will be kept on the child's Child Protection file.

Child Protection records must be retained securely. Arrangement for Child Protection documentations must comply with the nursery Data Protection Policy together with data protection law and regulation applicable at the time. This DSL will ensure that all Child Protection records are held separately from other children's records. Child Protection files and documents will be stored securely, by encryption and/or password. Electronic files will only be shared with relevant staff when it is necessary to do so and in a manner that is consistent with data protection law.

If the nursery received a request for direct access to, or copies of, school documentation held on a Child Protection file, the Manager and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy. It may be that the school's Data Protection Officer will be consulted or further legal advice sought.

In the event of a child who is being dealt with under the nursery's child protection procedures transferring to another setting, the nursery will:

- Find out the name of the receiving setting (and, where appropriate, the Local Authority)
- Contact the relevant member of staff at that setting to discuss the transfer
- Securely send all information relating to the child to the receiving setting (and, where relevant, the Local Authority)
- Check with the receiving setting that the child has actually arrived there on the expected day (and inform all relevant agencies of the transfer)

Any external individual or organisation contracted by the nursery to work with the child's setting must report any child protection incidents or disclosures from children to the Manager or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the setting, be required to work in

accordance with the nursery's child protection and safeguarding policy. The nursery has in place data sharing agreements and complies with all relevant data sharing protocols.

17. Working with parents / individuals with parental responsibility

Village Montessori Nursery School recognises the importance of working, where appropriate, in partnership with parents and carers to ensure the welfare and safety of our children.

The nursery will therefore:

- Make parents aware of the nursery's statutory role in safeguarding and promoting the welfare of children, including the duty to refer children on, where necessary, by making all policies available on the website and on request.
- Work with parents to support the needs of their child.
- Consider the safety of the child and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents.
- Aim to help parents understand the nursery has a responsibility for the welfare of all children and has a duty to refer cases to the Local Authority in the interests of the child as appropriate.
- Ensure a robust complaints system is in place to deal with issues by parents and carers
- Provide advice and signpost parents and carers to other services where children need extra support.

12. Health and Safety

The Manager of **Village Montessori Nursery School** will ensure that there is a robust, up to date health and Safety Policy and Procedure to meet the statutory responsibility for the safety children and staff at the nursery. The Manager will identify and manage health and safety through the use of risk assessment, which are carried out:

- On an annual basis for the nursery learning spaces and environment in and outdoors
- For all school trips and educational visits
- For children travelling between locations during school day
- When there are any changes to premises or practices
- Following a serious accident in relation to staff and/or children
- When there is a high-level risk associated with contact with parents
- To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage

Visitors and contractors will be expected to:

- Report to the nursery reception on arrival

- Provide proof of identity
- Wear a name badge at all times
- Receive suitable supervision by nursery staff when on site
- Be made aware of the arrangements for safeguarding and health and safety
- Comply with the relevant vetting checks specified through the nursery's recruitment process.

19. Equal Opportunities

Village Montessori Nursery School is taking into account the Equality, Diversity, and Values Policy when discharging their duties under this policy.

20. OFSTED Inspection

From September 2019, OFSTED's inspections of nurseries will be carried out under OFSTED's Education Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In addition, Ofsted publishes specific guidance to inspectors.

You can find guidance documents at the following link:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

21. Monitoring and Review of this Policy

The Designated Safeguarding Lead (DSL) at **Village Montessori Nursery School** will monitor the working of this policy and will report as required to the Manager. It will be reviewed annually.

APPENDIX 1 – Staff Guidance

A. Procedures in respect of Child Abuse

Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children is likely to be noticed by the nursery staff and Health Workers or Education Welfare Officers. It is essential, therefore, that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

Part one of Keeping Children safe in Education 2020 should be referred to for a list of those children who may be in need of safeguarding support.

Village Montessori Nursery School has the role of recognising and responding to potential indicators of abuse and neglect. All other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by the nursery.

In the event of an actual or suspected case of child abuse by adults, parents, teachers, or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency is involved. The Designated safeguarding Lead (DSL) or Designated Safeguarding Officer (DSO) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation. Staff should not assume that somebody else will take action and must share information which might be critical in keeping children safe.

Staff leading nursery off-site visits, should provide a list of children taking part to the Designated safeguarding Lead (DSL), to ensure that they are made aware of all essential information relating to the children in their care. A confidential register will be maintained of those children known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

B. Guidance for all staff on dealing with disclosure / suspected abuse / neglect / sexual harassment, sexual assault, violence, female genital mutilation, peer-to-peer abuse

I. Dealing with disclosures of abuse

- Always listen carefully and quietly. Do not press any evidence at all.
- Remain calm and reassuring. Do not dismiss the disclosure and do not show distress or concern
- Do not refute the allegation
- Show that you care through open and reassuring facial expressions and body language
- Do not interrogate or ask leading questions (it could later undermine a case)
- Ensure you take a written verbatim account of the child's disclosure
- Staff should be aware that written accounts should become part of a statutory assessment or criminal investigation
- Where there is an online element, the key consideration is for staff not to view or forward illegal images of a child. Where viewing images is unavoidable, the following link provides advice how to respond:

http://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Jan17.pdf

II. At this point, staff should take the following steps:

- Explain to the child that the disclosures must be reported – emphasise your trust in them
- Do not promise to keep the allegations secret or that 'everything will be alright'
- Reassuring the child by telling them that they have done the right thing in telling you. Do not offer physical reassurance.
- Do not admonish in any way e.g. "I wish you had told me sooner."
- Inform the DSL initially verbally
- Under no circumstances discuss the matter with any other person. If the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on 'need to know' basis at the discretion of the DSL
- If the child agrees, and it is appropriate, take them with you to the DSL
- With the DSL, prepare a detailed report itemising:
The information revealed by the child. It should not contain any opinion whatsoever.
Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported and follow-up action taken within the school.
Date and sign any written record of events and action taken and keep confidential and secure.
- You must keep, in absolute confidence, a copy of the report, as will the DSL
- The DSL keeps Child Protection records centrally and securely and are not kept in the child's file.
- All members of staff are under a duty to report all suspicions of abuse to the DSL.
- The DSL is responsible for passing on these concerns to Children's Services
- Accurate records are essential in the event of further investigations.

III. If you see or hear something that is concerning:

- Don't ignore it or assume that it is someone else's responsibility to report it.
- Upload all information to the nursery's safeguarding systems and seek advice immediately from your DSL.
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk, inform or notify the DSL that there is a safeguarding concern.
- If it is related to a child being at risk, see the DSL or Deputy DSL immediately and definitely before the child goes home that day where possible.
- All members of staff may raise concerns directly with Children's Services (Hampshire T: 0300 555 1386, or out of hours 0300 555 1373), E: adult.services@hants.go.uk) (West Sussex T: 01403 229 900, E: WSChildrenServices@westsussex.gov.uk) if they feel an incident is not being dealt with appropriately or they are unable to locate DSL.
- Concerns about adults in the nursery should be made directly to the Manager.

Child protection Procedures – Points of action

1. If anyone discovers or suspect child abuse/peer on peer sexual violence or sexual harassment, they must inform the DSL. The DSL will, in appropriate manner and according to procedures, assess the situation.
2. The DSL will, if appropriate, take the following steps:

Where there is a report of peer on peer sexual violence, the DSL will make immediate risk and needs assessment in accordance with part five of Keeping Children Safe in Education 2020 (guidance for this can be found in Appendix 4). Where there is a report of sexual harassment, the need for a risk assessment will be considered on a case by case basis.

Where it is clear that a Child Protection referral (significant harm) is needed, they will contact Social Services without delay.

Where the DSL is not sure whether it is a Child Protection issue, or where the DSL needs to check the Child Protection register, they may seek advice from the MASH (Multi Agency Safeguarding Board)

They will follow locally agreed protocols which can be found on the Local Authority safeguarding Children's Board website.
3. The DSL or the delegated child protection officer will attend a Child Protection Conference. We recognise the importance of multi-agency working and will ensure that staff is able to attend all relevant meetings, case conferences, core groups, and strategy meetings. We will provide relevant training and support for staff required to attend any meetings.

APPENDIX 2 – Information on child abuse and categories of abuse

All members of staff in **Village Montessori Nursery School** should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label, in most cases multiple issues will overlap with one another.

1. Abuse

Abuse is a form 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 or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children (peer on peer abuse).

In a situation where abuse is alleged to have been carried out by another peer, the child protection procedures outlined in this policy should be adhered to for both the victim and the alleged abuser. That is, it could be considered a child care and protection issue for both children.

All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance.

Abusive behaviour that is perpetrated by peers must be taken seriously. It is known that some adult abusers begin abusing during childhood and adolescence, and that significant numbers will have suffered abuse themselves, and that the abuse is likely to become progressively more serious. Early referral and intervention are therefore essential in line with paragraph 2 of this policy.

2. Peer on peer abuse

Peer on peer can manifest itself in many ways. All members of staff should be aware that children can abuse other children (referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm
- Verbal abuse such as using words that hurt feelings
- Sexual harassment, such as sexual comments, remarks, jokes
- Up-skirting, which is typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing types of violence and rituals

Please refer to the Department for Education advice:

<http://www.gov.uk/government/publications/sexual-violence-and-sexual-harrassemnt-between-children-in-schools-and-colleges>

It could be through 'sexting' using online communications, text, or image messaging. Please refer to the online safety policy for further information. The Child Exploitation Online Protection Centre (CEOP) also provides further guidance on sexting at

<http://www.ceop.police.uk/safety-centre>

3. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on the child's development. It may involve conveying to children 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 opportunity 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 the child's developmental capability, as well as overprotection and limitation of exploring or 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 to frequently feel frightened or in danger, exploitation, or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4. Sexual Abuse

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 what is happening. The activities may include physical contact, including assault by penetration or non-penetration 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 sexual inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

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

5. Neglect

Neglect is the persistent failure to meet a child's basic or physical and/or psychological needs, which is likely to result in the serious impairment or the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff and volunteers should be concerned about a child if he/she presents indicators significant harm. Training will be provided to all staff on the 'signs of abuse'.

6. Signs of Abuse in Children

The following non-specific, broad signs may indicate something is wrong:

- Significant change in behaviour, e.g. quiet, withdrawn,
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Inappropriate sexual behaviour
- Child Sexual Exploitation

7. Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but they:

- Must be regarded as indicators of the possibility of significant harm
- Justify the need for careful assessment and discussion with the Designated Safeguarding Lead
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/carers.
- Act in a way that is inappropriate to her/his age and development (though full account need to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child, frequently complain about/to the child, nag may fail to provide attention to praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

8. Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

9. Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence of an adequate explanation provided.

- Two simultaneous bruised eyes (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints, or a hairbrush
- Bruising or tears around, or behind, the earlobes (s) indicating injury by pulling or twisting
- Bruising around the face
- Bruising on the arms, buttocks, and thighs may be an indicator of sexual abuse

10. Bites Marks

Bite marks can leave impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

11. Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Clear burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion of poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

12. Fractures

Fractures may cause pain, swelling, and discolouration over a bone or joint. There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling pain, or loss of movement

13. Scars

A large number of scars, scars of different sizes or ages, and scars on different parts of the body may suggest abuse.

14. Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse also suggest the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate, or not appropriate attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoating within the family, such as parent blaming the child for something bad that happened to them (e.g. losing a job)
- Frozen watchfulness
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- The indicators of emotional abuse are often also associated with other forms of abuse.

15. Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play, or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation, and suicide attempts

- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen, and thighs, and sexually transmitted disease

16. Assessment

In order to more fully determine the nature of an incident and the presence of exploitation, the following factors should be given consideration:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- Consent – consider whether an incident appeared consensual or non-consensual, keeping in mind that consent means willing agreement. This requires consideration of all the following:
 - Understanding that is based on age, maturity, development level, functioning, and experience
 - Knowledge of society's standards for what is being proposed – awareness of potential consequences and alternatives
 - Assumption that agreements of disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- Coercion – a young perpetrator who abuses may use techniques like bribing, manipulation, and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some use physical force, brutality, or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

17. Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene, and medical care
- A child seen to be listless, apathetic, and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

APPENDIX 3 – The Nursery Statutory Duty and Guidance Documents

This policy sets out how **Village Montessori Nursery School** will meet its statutory duty to safeguard and promotes the welfare of our children. It has been developed in accordance with the law and guidance found at <http://www.gov.uk/> that seeks to protect children.

Further guidance in relation to the safeguarding topics covered in this policy includes:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
- Working Together to Safeguard Children
- Multi-Agency Statutory Guidance on Female Genital Mutilation (FGM)
- Teaching Online Safety in Schools
- Information about mandatory reporting of female genital mutilation

- Protecting Children From Radicalisation: the Prevent Duty
- Prevent Duty Guidance: England and Wales
- Inspecting safeguarding in early years, education and skills settings
- Competence Still Matters: Safeguarding training for all employees and volunteers
- Safeguarding in Schools Best Practice
- Sexual Offence Act
- The Children Act 1989 and 2004 and The Education Act 2002
- Mental Health and Behaviour in Schools: Department Advice
- Multi-agency statutory guidance on female genital mutilation
- Sexting in Schools, Aug 2016, UK Council for Internet Safety
- Learning together to be safe – a toolkit to help schools contribute to the prevention of violent extremism
- The Prevent Strategy: A Guide for Local Partners in England

If anyone wishes to seek further information of guidance, they can refer to the above documents.

APPENDIX 4 – Keeping Children Safe in Education 2020 Part 5 Guidance

The following guidance is taken directly from keeping Children safe in Education 2020, part 5. It discusses the procedures and guidance set out for cases involving child on child sexual violence and sexual harassment in schools and colleges.

Part Five: Child on Child sexual violence and sexual Harassment

267. This part of the guidance is about managing reports of child on child sexual violence and sexual harassment.

268. Governing bodies and proprietors should be aware that the department has published detailed advice to support schools and colleges. The advice is available here: <http://www.gov.uk/publications/sexual->

[violence-and-sexual-harassment-between-children-in-schools-and-colleges](#) and includes what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges, and advice on a whole school or college approach on preventing child on child sexual violence and sexual harassment.

Responding to reports of sexual violence and sexual harassment

269. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

270. This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools and colleges to consider in their decision-making process.

271. Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supporting by other agencies, such as children's social care and the police as required.

272. There is support available for schools and colleges. Paragraph 43 and Annex A in the sexual Violence and Sexual Harassment between children in Schools and Colleges advice provide information and links to resources.

The immediate response to a report

Responding to the report

273. The schools or college's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

274. As per Part one of this KCSIE guidance, all members of staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed.

However, effective safeguarding practice includes:

- Not promising confidentiality at this initial stage, as it is very likely a concern will have to be shared further for example, with the designated safeguarding lead or children's social care to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

- Listening carefully to the child, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child not appear distracted by the note taking. Either way, it is essential a written record is made.
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care/or part of a criminal investigation.
- Where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk Assessment

275. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at the school and college, especially any actions that are appropriate to protect them

276. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

277. The designated safeguarding lead (or a deputy) should ensure they are integrating with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment at paragraph 275 is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Action following a report of sexual violence and/or sexual harassment

What to consider

278. Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- The nature of the alleged incident (s), including: whether a crime may have been committed and considerations of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulties?
- Is the alleged incident a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, adult students or school or college staff?
- Other related issues and wider context, as discussed at paragraph 21.

279. As always, when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator and any other children involved/impacted)

280. The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter' part of growing up' or 'having a laugh'

Options to manage the report

281. It is important that schools and colleges consider every report on a case-by-case basis as per paragraph 278. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.

There are four likely scenarios for schools and colleges to consider when managing any reports sexual violence and /or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's or college's response, it should be underpinned by the principles that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons should be recorded (written or electronic)

2. Early Help

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter One of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child had been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools and colleges should not wait for the outcomes (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, and specialist support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for relevant and follow that process.
- Where a report of rapes, assault by penetration or sexual is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local force. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some case, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support the victim as required,
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for the decisions should be recorded (written or electronic)

Considering bail conditions

- From April 2017, the use of police has been dramatically reduced and will only be used when deemed necessary and proportionate in exceptional circumstance. Consideration will be given to

less invasive options to safeguard victims and witnesses and the administration of justice.

Therefore, it is less likely that a child attending school or college will be in police bail with conditions attached if there are alternative measures to mitigate any risk.

- In the absence of bail conditions, when there is a criminal investigation, early engagement and joined up working between school and college, children's social care and the police will be critical to support the victim, alleged perpetrator and other children involved (especially potential witnesses). Where required, advice from the police should be sought in order to help the school or college manage their safeguarding responsibilities.
- The term 'Released Under Investigation' (RUI) will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.
- Where bail is deemed proportionate and necessary, the school or college should work with children's social care and the police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal; routine, including continuing to receive a suitable education.

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for outcomes (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school or college. The risk assessment paragraph will help inform any decision.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator. It will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools and colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions)

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action and should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator's timetable.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest amongst other pupils or students in the school or college. It will be important that the school or college ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).

- Where cases are classified as “no further action” by the police or Crown Prosecution service, or where there is not guilty verdict, the school or college should continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what have likely been a difficult experience.

Ongoing response

Safeguarding and supporting the victim

282. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as it reasonably possible. Wherever possible the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim’s daily experience as normal as possible, so that the school or college is a safe space for them.

The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include:

- Children and Young People Independent Sexual Advisors (ChiSVAs), who provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChiSVAs will work in partnership with schools or colleges to ensure the best possible outcomes for the victim.

- Police and social care agencies can signpost to ChiSVA services (where available) or referrals can be made directly to the ChiSVA service by the young person or school or college. contact details ChiSVA can be found at <http://rapecrisis.org.uk/> and <http://www.thesurvivorstrust.org/>
- Child and adolescent mental health services (CAMHS), found here: <http://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>
- Rape Crisis Centres can provide therapeutic support for children who have experienced sexual violence, found here: <http://rapecrisis.org.uk/>
- Internet Watch Foundation (to potentially remove illegal images), found here: <http://www.iwf.org.uk>

283 Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example their form tutor or designated safeguarding lead) to talk about their needs. The choice of any such adult should be the victims'. Schools and colleges should respect and support this choice.

284 A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

285 It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges be prepared for this and should work with children's social care and other agencies as required.

286 It is important that the school or college does everything they responsibly can to protect the victim from bullying and harassment as a result of any report they have made.

287. Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

288 It is important that if a victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file. Information sharing advice referenced from paragraphs 82-86 (in KCSIE) will help support this process.

