



Safeguarding and Child Protection Policy

St. Michael's Pre-school fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	GDPR updates amendments to pages 3, 4 and 8 PLA updates
Policy published (including on website) (date):	30/06/2023 updated 29/11/2023
Next review (date):	30/06/2024

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Trustees	Safeguarding Lead Christine O'Doherty	07849 722670	@st-michaels-preschool.uk
Manager	Sonja Kotevska	07849 722670	sonja.kotevska@st-michaels-preschool.uk
Designated Safeguarding Lead (DSL)	Sonja Kotevska	07849 722670	sonja.kotevska@st-michaels-preschool.uk
Deputy DSL(s) (DDSL)	Lindsay Gadd	07849 722670	lindsay.gadd@st-michaels-preschool.uk
Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH): Out of hours:			0300 456 0108 0300 456 0100

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

Introduction

St. Michael's Pre-school is committed to safeguarding and promoting the welfare of children.

We will fulfill our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Information sharing advice for practitioners providing safeguarding services to children young people, parents and carers (2018)
- Non-statutory interim guidance: COVID-19:safeguarding in schools, colleges and other
- Statutory framework for the early years foundation stage (2017)
- The Procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)

See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our children are safe and protected from harm.
- safeguarding procedures are in place to help children to feel safe and learn to stay safe.
- adults in our setting are aware of the expected behaviours and our legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It

encompasses a whole setting preventative approach to keeping children safe, including online, that incorporates child health and safety; preschool behaviour management and preventing peer on peer abuse supporting children with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by all the trustees, and should be read alongside the following policies relevant to the safety and welfare of our children:

- Whistleblowing – section of this policy
- Employment Policy
- Health and Safety General Standards policy
- Induction of Employees and Volunteers policy
- Code of Conduct
- Staff Supervisory Policy

- Parental Involvement Policy
- Use of Mobile Phones and Cameras Policy
- Maintaining Children's Safety and Security on Premises Policy
- SVPP Case Resolution Protocol
- Promoting Positive Behaviour
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This policy applies to all staff in our setting.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the setting, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in the setting (except for approved expenses)
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children registered at our setting and any child under the age of 18 who comes into contact with our setting. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child outside of school and online are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.

Audit

The DSL liaises with the manager and nominated committee member for safeguarding to complete the annual safeguarding audit return to the local authority.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the procedures set out in Wiltshire Safeguarding Children Board (WSCB) Safer Recruitment Principles (2016).

At St. Michael's Pre-school, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks carried out and certificates obtained. The SCR applies to all staff who work at the setting. See also Training.

Code of conduct

St. Michael's Pre-school is committed to positive educational, social and emotional outcomes for our children underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour. Refer to the Code of Conduct Policy for further details.

Visitors

All visitors complete a signing in/out form, with key safeguarding information being made available including details of safeguarding personnel in setting.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at setting, careful consideration is given to the suitability of any external organisation. Pre-school assess the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.

Early help

At St. Michael's Pre-school, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL who will refer to the DART tool (via Wiltshire Pathways) or act on advice from a consultation with MASH.

The D/DSL consults the Multi-Agency Thresholds for Safeguarding Children on the WSCB/SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

The D/DSL uses the Digital Assessment and Referral tool as appropriate as part of a holistic assessment of the child's needs.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Various resources to identify and respond to harmful sexual behaviour.
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Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child sexual violence and harassment, peer on peer abuse and exploitation. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) along with notes from Safeguarding training.

Mobile phones and smart watches

The use of mobile phones on the premises and its grounds is prohibited unless permission is sought and given by the manager to use for business purposes only.

- Staff mobile phones are stored securely in the office.
- Staff using Smart watches, disable Bluetooth on their phone when they sign in to work.
- Visitors are informed of this rule when they sign in.
- Staff use only pre-school cameras to take photographs in the setting and on organised trips out of the setting. Helpers are not permitted to take photographs. No photographic evidence will be taken regarding safeguarding issues.
- Where video/photographs are taken at organised events additional written consent is sought from parents.

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the office, foyer and disabled toilet for easy reference.

All staff adhere to staff DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse (Appendix 2)

All staff record any concern about or disclosure by a child of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in the setting to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH and Ofsted or RIDDOR.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 3)

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018).

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

When the setting is open, the DSL and/or a DDSL is always available during opening hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and children are encouraged to express and have their views given due weight in all matters affecting them. Staff use the Tell me, Explain, Describe method with children to capture the child's voice when discussing concerns or receiving a disclosure.

A contextual safeguarding approach is used to consider risks posed by any wider environmental factors present in a child's life

Missing children

Staff report immediately to the D/DSL, if they know of any child whose whereabouts may be unknown. The D/DSL reports any unauthorised/unexplained absence of Looked After Children or children who have an allocated social worker to the social worker on the first day of absence.

Children who do not attend education settings regularly can be at increased risk of abuse and neglect. Where there is unexplained absence, and after reasonable attempts have been made to contact the family, including:

- emergency contacts
- schools attended by siblings

we follow the WSCB/SVPP procedure (Appendix B) and consults/refers to the MASH team as appropriate.

Special Education Needs and Disability (SEND)

Children with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the child's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in children with SEND, including communication barriers. The staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudice-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and, whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

FGM

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect any girl who comes into contact with the setting, is at risk of FGM.

We will report any 'known' cases of FGM to the police as required by law.

Domestic Abuse

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

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Mental Health

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand:

- that abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood.
- how these experiences can impact on children's mental health, behaviour and education.
- that they have a duty to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern they will report this concern using the agreed reporting mechanisms.

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of settings' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Staff use their judgement in identifying children who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a child or their family. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel programme or to the MASH.

Off site visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2. A copy of the SVPP flowcharts is taken on off site visits for reference Appendix 3.

Exceptional operating circumstances

If the pre-school is required to change the way we offer our provision to children due to exceptional circumstances, e.g. during a pandemic lockdown/self isolation staff remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children e.g. online
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances continues to promote learners' spiritual, moral, cultural, mental and physical development.

Record keeping and information sharing

We will:

- Liaise with partner organisations, alternative provisions, Wiltshire council, and schools to ensure any safeguarding records for learners are shared on transition:
 - by the setting/school/organisation previously attended by the child
 - by our DSL when the child leaves our pre-school

For any child dual-registered with another school/setting/organisation the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keep clear and comprehensive written records of all child safeguarding and child protection concerns using a standard recording form, with a body map, including how

the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. Appendix 4

- ensure all child safeguarding and child protection records are kept securely in a locked location.
- ensure the records incorporate the wishes and views of the child whenever possible.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018), and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention information about pupils at risk of harm is shared with members of staff.

Information about children at risk of harm is shared with members of staff on a “need to know” basis. The D/DSL makes a judgement in each case. This also applies to staff at additional settings if the child is also registered with another provider.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children’s Social Care. We follow this up by contacting Children’s Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for reconsideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP case resolution protocol is used.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in our safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the manager, DSL or chairperson.

If a staff member feels unable to raise an issue with manager, DSL or chairperson as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

The NSPCC whistleblowing helpline. Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

Managing concerns and allegations against staff (including volunteers and contractors)

St. Michael's Pre-school follows the procedures set out in the SVPP Allegations Against Adults flowchart. If a staff member has concerns about another staff member or volunteer, they report this immediately using the procedure described in 'Allegations against adults' flowchart. Appendix 5.

Any concern or allegation against any member of staff will be reported to the Chair of trustees without informing the member of staff. Pre-school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the pre-school (including volunteers and contractors if applicable) are dealt with promptly and appropriately.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the pre-school DSL will also refer suspected abuse to the MASH as described in responding to concerns.

All members of staff and volunteers have read and signed to confirm they have understood the pre-school's Code of Conduct Policy (for safer working practice). As required any contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to contractors will be notified to their employers for investigation and potential referral to DOFA.

Pre-school will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the manager or where the manager is the subject of allegation, the chair of trustees.

Managing low-level concerns about adults

The pre-school operates a 'low-level' concerns policy. 'Low-level' refers to behaviour that is inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All low-level concerns will be reported to the manager, low-level concerns about the manager will be reported to the chair of trustees.

The pre-school will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the staff code of conduct policy), are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves or others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concern when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns by addressing unprofessional behaviour and support the individual to correct it at an early stage, if the concern has been raised by a third party, the manager will collect as much evidence as possible by speaking; directly to the person who raised the concern, unless it has been raised anonymously; to the individual involved and any witnesses.

In addition the pre-school will report low-level concerns to help to create and embed a culture of openness, trust and transparency, in which the pre-schools values and expected behaviours are constantly lived, monitored and reinforced by all staff

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the pre-school safeguarding system, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Ofsted

The D/DSL, Chair or Manager will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in our care, and of the action taken. This notification will be sent as soon as is practicable, but always within 14 days of the incident occurring. The D/DSL, Chair or Manager will send this notification using the Ofsted online Notification of Early Years Provision Incident form.

Training

All members of staff and volunteers have read, signed and understood the setting's Code of Conduct.

We ensure training attended meets the minimum standards set out by SVPP recommended minimum standards for child protection training'.

Induction

The welfare of all our children is of paramount importance. All staff including Trustees and volunteers are given a copy of this policy and are informed of our safeguarding procedures at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired.
- Confirmation of the conduct expected of staff within the setting – our staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities.
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Whole staff training

This training is for all staff and is updated throughout the year to ensure staff understand their role in safeguarding. Any member of staff not present at this session will receive this training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training about online safety and this is updated as necessary.

DSL training

The D/DSL has additional multi agency training which is updated every 2 years as a minimum. The D/DSL also attend multi-agency courses relevant to the needs of our setting. Their knowledge and skills are refreshed at least annually eg: via e-bulletins or safeguarding network events with other D/DSLs. The DSL will attend a Wiltshire MASH tour.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every 5 years as a minimum.

Prevent

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an

opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Curriculum

We introduce key elements of keeping children safe into our programme to promote the personal, social, mental, physical and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

Monitoring and review

We ensure that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The DSL completes an annual safeguarding audit which forms the basis of an action plan for our setting for the next year.

The nominated trustee meets the DSL every term (six times a year) to monitor the effectiveness of the policy.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers

2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all registered early years settings, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Female Genital Mutilation Act 2003 - A person who works in a regulated profession in England and Wales must make a notification under this section (an “FGM notification”) if, in the course of his or her work in the profession, the person discovers that an act of female genital mutilation appears to have been carried out on a girl who is aged under 18.

General Data Protection Regulations (GDPR) (2018)

DOs and DON'Ts

when responding to a disclosure of abuse

DO:

create a safe environment by offering the child a private and safe place if possible.

stay calm and reassure the child and stress that he/she is not to blame.

tell the child that you know how difficult it must have been to confide in you.

listen carefully.

use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.

tell the child what you are going to do next.

tell only the Designated or Deputy Safeguarding Lead.

record in detail using the Welfare Concern Record without delay, using the child's own words where possible.

DO NOT:

take photographs of any injuries.

postpone or delay the opportunity for the child to talk.

take notes while the child is speaking.

ask the child to write an account.

interview the child and try to investigate the allegation yourself.

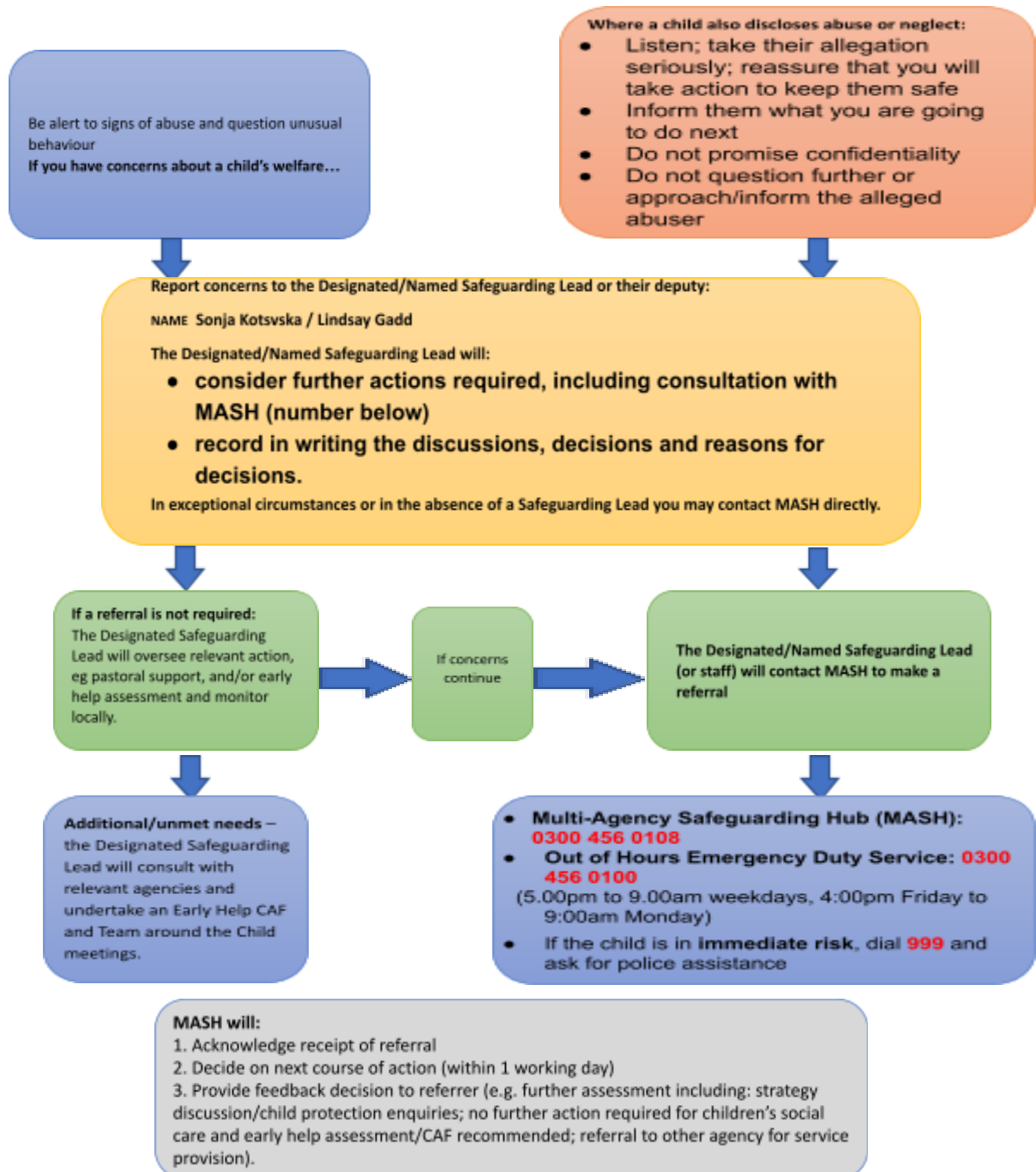
ask another adult to witness the disclosure.

promise confidentiality eg say you will keep 'the secret'.

approach or inform the alleged abuser.

Appendix 3

What to do if you are worried a child is being abused or neglected for staff, volunteers and visitors in all agencies and settings



This flowchart is intended for use as a brief guide. Refer to the DTE Guidance [What to do if you are worried a child is being abused](#) for more information, definitions and possible indicators of abuse (including child sexual exploitation).

Appendix 4

Concern Form Part A

- **Part A** is to be completed by the adult who first has a concern and reported to the Designated Safeguarding Lead (DSL) without delay.
Separate concern forms should be completed for both alleged instigator(s) and victim(s) of incidents.
- **Part B** is to be completed by the [DSL](#).

Child's name			
Date of birth <small>This may be added by the DSL having ensured there is no risk of confusion if children have similar names</small>			
Name of member of staff/person reporting the concern	PLEASE PRINT		
	Signature		
Role			
Date DD/MM/YYYY		Time	

Concern(s) - Use the body- map show any marks or injuries.		
Is there a pre-existing Injury form/record for this child? <small>All bruises or injuries to non-mobile babies or children must be reported by phoning MASH/999. Refer to LAC 2010 policy.</small>		Yes/No – link to this concern
Additional form used?	Yes / No	Page of

Concern Form Part B

To be completed by the Designated Safeguarding Lead (D/DSL)

Name of D/DSL reviewing the concern					
Safeguarding support already in place					
Tick and add name <u>where</u> known at time of report					
None	E SA or Support Assessment	Child In Need	Child Protection Plan	Looked After	Previous social care involvement
Name and role of allocated worker					
Data analysis: If the concern relates to <u>child on child</u> abuse, state which:		This includes any reports and concerns, including those outside the setting and online: 1. bullying (including cyberbullying, prejudice-based and discriminatory bullying) 2. abuse in intimate personal relationships between peers 3. physical abuse 4. sexual violence 5. <u>verbal abuse – sexual comments</u>		6. sexual harassment – <u>in person, online</u> 7. causing someone to engage in sexual activity without consent – <u>bestiality, self-harm</u> 8. consensual and non-consensual sharing of naked and semi <u>nude</u> images and or videos 9. <u>MASH/POV</u> 10. initiation/hazing type violence and rituals 11. <u>sexualised behaviour</u>	

Actions/next steps		
Name of person taking actions	Please detail conversation and rationale for decisions – Include whether concerns were shared with parents/carers, MASH and if not outline reasons why.	Date of action

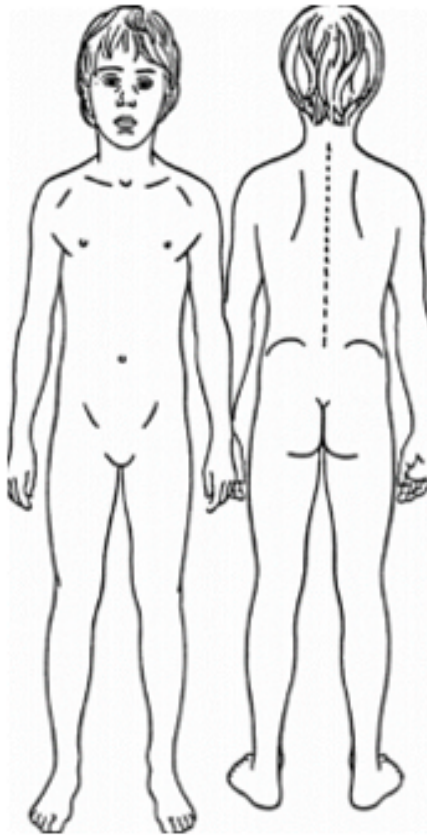
What would the child like to happen next?		
Has the child's wishes been considered when deciding action to be taken?	Yes	No
If no, please indicate why <u>not</u>		

A summary of actions must be shared with the person who raised the concern

<p>Summary of action discussion - please include any 'gut feeling elements' in the discussion and sign the potential impact on the child.</p>		<p>Date</p>	
<p>If actions agreed Signature of person (overleaf) who raised the concern</p>			
<p>If actions not agreed A file note added to the child's file with a summary of discussion and the outcome/s. Signature of person who raised the concern overleaf</p>	<p>File note document number</p>		

Body Map

Children must not be undressed or photographs taken of any marks or injuries



Palm



Back



Appendix 5



Allegations and concerns against adults in education settings – September 2023 (including schools, early years and alternative provision settings)

