**Policy**

Monkey Puzzle Day Nurseries understands that all those directly involved with our settings have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

The nursery acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

|  |  |
| --- | --- |
| * Bullying (including cyberbullying) * Children and the court system * Children Missing Education (CME) * Children with family members in prison * Child missing from home or care * Child Sexual Exploitation (CSE) * Child criminal exploitation (County Lines) * Domestic Abuse * Drugs and alcohol misuse * Fabricated or induced illness * Faith abuse * Female Genital Mutilation (FGM) * Forced marriage * Gangs and youth violence * Gender-based abuse and violence against women and girls * Hate * Homelessness | * So-called ‘Honour’ based abuse (including breast ironing) * Human trafficking and modern slavery * Mental health * Missing children and adults * Modern Slavery including human trafficking * Online safety * Child on child Abuse * Prevent duty (radicalisation and extremism) * Private fostering * Relationship abuse * Sexual violence and sexual harassment between children * ‘Upskirting’ * Nudes and semi-nude image sharing, youth produced sexual imagery * Cybercrime including sextortion |

As part of the safeguarding ethos of the nursery, we are committed to:

* + Maintaining children’s welfare as our paramount concern;
  + Providing an environment and culture in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to;
  + Developing appropriate and positive relationships between children and the adults that care for them;
  + Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties;
  + Using learning opportunities to increase self-awareness, self-esteem, assertiveness and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
  + Working with parents/carers to build an understanding of the nursery responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
  + Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the nursery procedures and reporting mechanisms;
  + Monitoring children who have been identified as ‘in need’ including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
  + Developing effective and supportive liaison with other agencies.
  + Adhere to the Local Safeguarding Children’s Partnership procedures as outlined locally.

**Safeguarding and Child Protection Procedures - Recording and Reporting concerns**

The nursery adheres to the Local Safeguarding Children’s Partnership Procedures. LSCP procedures and guidance can be found on the relevant LSCP website.

The nursery must ensure that there is a fully trained Designated Safeguarding Lead (DSL) on-site at all times whilst the nursery is in operation. The DSL is responsible for liaising with local statutory children's services agencies, and with the LSCP. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The DSL must attend a suitable child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

**Identifying abuse**

All staff and other adults in the nursery are trained on identifying any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. All staff must be alert to the signs of abuse and understand their responsibility to refer any concerns to the Designated Safeguarding Lead.

Signs to identify possible abuse and neglect at the earliest opportunity may include:

* Significant changes in children’s behaviour
* Deterioration in children’s general well-being
* Unexplained bruising, marks or signs of possible abuse or neglect
* Children’s comments which give cause of possible abuse or neglect, or comments which give cause for concern
* Any reasons to suspect neglect or abuse outside the setting, for example in the child’s home; and/or
* Inappropriate behaviour displayed by other members of staff, or any other person working with children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their role and responsibilities; or inappropriate sharing of images

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them, or a stranger. This could be an adult or adults, another child or children.

**Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical abuse may include:

* Where the child has bruises or other injuries of different ages at the same time
* Where a baby not yet independently mobile has bruises, is reluctant to move a limb or limbs, or is tender on handling
* Where a child appears wary or flinches on closeness, as if expecting physical harm
* Where the explanation is not consistent with the injury, or with the child's age and stage of development
* Where there is a history of frequent injuries, even though the explanation of each individual occurrence may appear adequate. This can also indicate lack of supervision, or possible medical problems
* Where there is multiple facial bruising, particularly around the mouth, ears or eyes
* Where there are unexplained or inadequately explained burns or bite marks, or both
* Ingestion of toxic substances, particularly when there is more than one incident

The impact of physical abuse:

Physical abuse can lead directly to neurological damage, physical injuries, pain and disability or, at the extreme, death. Harm may be caused to a child both by the abuse itself and by the abuse taking place in a wider family or institutional context of conflict and aggression. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems and educational difficulties. Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Professionals must guard against attributing the possible indicators of abuse to racial, cultural or religious stereotypes.

**Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child’s developmental capability or prevent them from participating in normal social interaction. It may involve seeing or hearing the ill treatment of the mother (e.g. domestic abuse). It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Parents/caregivers of children with multiple needs may find it difficult to ensure that the full range of their needs, including their emotional needs, is met. It may be hard to include such children in everyday activities alongside other family members, but not to include them may be harmful.

Indicators of emotional abuse may include:

* Having impaired ability for enjoyment and play
* Lacking normal curiosity and natural inquisitiveness
* Exhibiting delay in language development and play skills
* Having low self-esteem
* Displaying eating disturbances or growth failure
* Not trusting any kindness, expecting it to be accompanied by harmful words or action.
* In severe cases, showing physical signs of deprivation as described earlier. These may occur even though physical care appears adequate and there may be no physical cause.

The impact of emotional abuse:

There is increasing evidence of the adverse long-term consequences for children’s development where they have been subject to sustained emotional abuse. Emotional abuse has an important impact on a developing child’s mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be as important, if not more so, than other more visible forms of abuse in terms of its impact on the child. In families where the child experiences a low level of emotional warmth and a high level of criticism, negative incidents may have a more damaging impact on the child. Domestic abuse, adult mental health problems, substance misuse or racism from a caregiver may feature in families where children are exposed to emotional abuse and in extreme cases can lead to suicide.

**Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person into sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including assault by penetration or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual online or printed images, watching sexual activities or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by male adults. Women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse may include:

**Physical signs:**

* Genital or anal lacerations, bleeding or other trauma
* Genital or peri-anal inflammation or irritation
* Persistent or recurrent vaginal discharge
* Sexually transmitted disease, including peri-anal or genital wart
* Pregnancy

**Medical problems such as**:

* Recurrent urinary symptoms or 'cystitis'
* Enuresis or secondary enuresis (wetting or soiling)
* Recurrent unexplained abdominal pain

**Behavioural problems can include:**

* Overt sexualised behaviour
* Compulsive masturbation
* Acting out and aggressive behaviour
* Drawings and play activity which are explicitly sexual
* A sudden change in normal behaviour patterns, or sexual awareness
* Knowledge in advance of what would be expected at the child's age and level of development

The impact of sexual abuse:

Disturbed behaviour, including self-harm, inappropriate sexualised behaviour, sadness, depression and loss of self-esteem, have all been linked to sexual abuse.

Where disabled children are concerned these behaviours have sometimes mistakenly been attributed to their disability without any real assessment of their cause. The adverse effects of sexual abuse may endure into adulthood.

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or physiological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to:

* Provide adequate food, clothing or shelter (including exclusion from home or abandonment)
* Protect a child from physical and emotional harm or danger
* Ensure adequate supervision including the use of inadequate caregivers
* Ensure access to appropriate medical care or treatment
* It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Indicators of neglect may include:

* **Failure to thrive** for which no medical cause has been demonstrated
* **Extreme hunger or lack of appetite** and increased feeding difficulties in young babies
* **Inappropriate or inadequate clothing** considering the context of where the child lives and the level of poverty. This may also apply to poor hygiene.
* **Lack of appropriate supervision**
* **Persistent failure to seek or to follow medical or nursing advice**
* **Developmental delay** for which no medical cause has been demonstrated - particularly if language and social skills are disproportionately affected
* **Poor relationships with peers** but attention seeking from adults
* **Physical signs of long-standing neglect** including poor growth, thinning hair, a protuberant abdomen, decaying teeth, and persistently cold, reddened hands and feet.

The impact of neglect:

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development and long-term difficulties with social functioning, relationships and educational progress. Neglect can also result, in extreme cases, in death.

**This is not an exhaustive list and you may have other concerns that are not listed above.**

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents/carers in most cases). This includes the need to make referrals to partner agencies and services.

* Advice may also be sought from the Monkey Puzzle Day Nurseries by contacting your Early Years Quality Manager (EYQM). This should never cause a delay in referring to the appropriate agency and if you try to get in touch with your EYQM and they don’t respond it is important that you don’t wait for them to respond to you to take action.
* Issues discussed during advice calls may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

**All Staff (including Management) must ensure the following is also adhered too:**

* Make a referral as soon as possible to children’s social care and/or the police if a child is in immediate danger or is at risk of harm. The role of the setting in situations where there are child protection concerns is NOT to investigate but to recognise and refer.
* Complete the Logging a Concern about a child’s safety and Body Map if a staff member has a concern about a child that could be a child protection issue (including FGM).
* Make an entry in the Accident/Incident Book/FAMLY reporting system if a child enters the setting with any pre-existing injury. The parent/carer should be asked how the injury occurred and their response recorded. Their signature should also be obtained.
* Inform a member of the DSL team of any child’s unauthorised absence. The DSL should contact the parent/carer to obtain an explanation. The DSL must assess risk and take relevant action in line with this policy.
* Be aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL Team, 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.
* Be aware of the process for making referrals for statutory assessments under the [Children Act 1989](https://www.legislation.gov.uk/ukpga/1989/41/contents) that may follow a referral, along with the role they might be expected to play in such assessments.
* If anyone other than the DSL Team makes a referral to external services, then they will inform the DSL Team as soon as possible. On occasion, staff may pass information about a child to the DSL Team but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL Team further progress, so that they can reassure themselves the child is safe and their welfare is being considered.
* If following this process, the staff member remains concerned that appropriate action is not being taken, they must escalate themselves by:
  + Contacting the nursery owner (where appropriate)
  + If the owner is the DSL, staff can escalate directly to Monkey Puzzle Day Nurseries (via the Head Office number 01442 878887)
* If after a referral, a child’s situation does not appear to be improving then the DSL Team will press for reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child’s situation improves. Professional disagreements (escalation) will be responded to in line with the LSCP procedures.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Children Social Care being necessary, parents/carers will be informed. Consent will be sought unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation**.**

**Recording any concerns about possible child abuse. These reports must:**

* Be factual and objective and be written by the person who has identified and acted upon the concerns. Record carefully and clearly any injuries which have been observed, or what a child has said, as soon as possible once you have assured that the child is safe and has been comforted. It is also important to record any action taken as a result of concerns.
* Be handwritten clearly and legibly written in ink (not pencil), printing any names, addresses and telephone numbers.
* Have corrections made by crossing through errors and signing and dating, you must not use any correction fluid, i.e. Tippex.
* Have all pages numbered
* Include the time, date and place that any injuries were noted and/or what the child may have said that raised concerns that the child was at risk of abuse. Give as much detail as you can. Describe the behaviour of the child, his/her emotional state and what you said to the child.
* Record any action taken and details of when and who the information was shared with.
* Be signed and detail the date and the time that the report was written. Beneath the signature print name in full.
* Share this report with a member of the DSL Team who will decide on the next steps, referring to the *What to do if you have a concern about a child* flowchart.
* The original handwritten completed Logging of Concern Form must be stored in a secure locked filing cabinet which only contains clearly identifiable Child Protection files which is only accessible by the DSL’s.
* Once the original handwritten copy has been completed, a second copy of the original can then be typed up and signed to say that the typed version is an accurate copy of the original document. Any typed or scanned copies of reports saved on the setting computer must be password protected. Not reporting is an active decision. If you are going to go home and worry about the child, consider whether you should have taken action.

**Record Keeping**

Staff will record any welfare concern that they have about a child on the nursery safeguarding *Logging of concern form* (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child’s words and will be signed and dated by the member of staff.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing on the *‘DSL Response Log* form’. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

It is best practice to obtain clarification from any existing and current settings where a child attends/attended (multiple site) to ask if there has been any safeguarding concerns raised about the child to ensure that records are kept up to date and relevant support is provided.

Blank Logging of concern forms must be available to staff at all times. Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the nursery. Safeguarding records are kept in accordance with GDPR Policy legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a ‘need to know’ basis only as set out in our GDPR Policy.

The Management team of the nursery will be kept informed of any significant issues by the DSL (for example a referral of a child at risk of significant harm).

All safeguarding records will be transferred in accordance with GDPR Policy legislation to the child’s subsequent school/setting, under confidential and separate cover. These will be given to the new setting’s DSL and a receipt of delivery will be obtained.

Children’s privacy should be maintained and therefore staff must not take photos of children’s injuries at any time. Settings should make parents aware that we do not accept photos of children’s injuries. This includes for the use of online platforms. Where a child is subject to injury a medical record should be obtained. We recognise that any photos taken may jeopardise any legal proceedings.

**Multi-Agency Working**

The nursery recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children’s needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

We recognise that the nursery is not the investigating agency when child protection concerns arise and will, therefore, pass all relevant cases to statutory agencies. We will, however, contribute to the investigation and assessment processes as required and recognise that the nursery plays a crucial part in supporting the child while these take place.

The nursery recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

The Management team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies. Further advice is available in the document Working together to safeguard children (December 2023).

**Confidentiality and Information Sharing**

We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a need-to-know basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing. Further advice is available in the document [Information Sharing advice for safeguarding practitioners (February 2024).](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

**Safe Working Practice**

All members of staff (including temporary staff and volunteers) are required to work within clear guidelines which are set out in the Staff Code of Conduct Policy.

Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the nursery’s Promoting Positive Behaviour & Self-Regulation Policy, and the Intimate Care Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Staff are made aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in E-Safety Policy.

**The Prevent Duty**

From 1 July 2015 all schools, and registered Early Years providers are subject to a duty under section 26 of the [Counter-Terrorism and Security Act 2015](https://www.legislation.gov.uk/ukpga/2015/6/contents). This duty is known as the “Prevent Duty”; the functions are the need to have due regard to the need to prevent people from being drawn into terrorism.

The understanding of the British Values in early years settings is set out in our standards for learning, development and care. This is implemented by helping children to develop their personal, social and emotional development and their understanding of the world. Monkey Puzzle Day Nursery has robust arrangements in place to promote children’s safety and wellbeing. This is embedded through strict risk assessment, working in partnership, staff training and our E-Safety for Children policy.

Monkey Puzzle Day Nursery staff receive training to ensure they have a specific understanding of how to identify children who may be at risk of radicalisation. General safeguarding principles have been applied and set out in the relevant statutory guidance; “[Working Together to Safeguard Children” (2023)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) and “[Keeping Children Safe in Education” (2024).](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) All Local Safeguarding Children’s Partnerships are responsible for co-ordinating what is done by local agencies for the purpose of safeguarding and promoting the welfare of children in their local area.

Any child protection or safeguarding concerns are shared immediately with the local authority or relevant agency in the area where the child / family life, and a record of the referral is made. Monkey Puzzle Day Nursey staff have an understanding of procedures on how to make referrals when there are issues concerning radicalisation and extremism once they have received sufficient additional advice and support.

To enhance our robust Safeguarding practices, we endeavour to work with our families to spot signs of radicalisation and to signpost them to the relevant areas for additional support.

As part of our induction procedures and continuous professional development all staff have knowledge of the Channel programme which focuses on providing support at an early age to people who are identified as vulnerable to radicalisation. At Monkey Puzzle Day Nurseries we ensure that our Designated Safeguarding Lead undertakes training to enable them to support other members of staff on protecting children from radicalisation.

Further advice is available in the document [The Prevent Duty (December 2023)](https://www.gov.uk/government/publications/prevent-duty-guidance)

**Supervision and Support**

The leadership team will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of [Early Years Foundation Stage 2024.](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

Monkey Puzzle recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague’s practice.

All staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions are effective for both practitioner and management. Staff can request a supervision at any time, if concerns arise then they should refer to the Whistleblowing Policy.

**Safeguarding Children with Special Educational Needs and Disabilities**

The nursery acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

The nursery will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child’s disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

**Monitoring and Review**

This policy has been written to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

All staff should have access to this policy and sign to the effect that they have read and understood its contents.

All Management/ DSL’s will ensure that the Safeguarding & Child Protection Policy is compliant with their Local Safeguarding Children’s Partnership arrangements.

The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

**Attendance**

Good attendance is to support further improvements in the wellbeing of children, especially in keeping them safe and supporting their learning and development. Good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.

When a child starts at the setting, parents/carers should be informed of the importance of regular attendance and explain how the setting will monitor and steps they will take if there are any attendance concerns.

All settings must:

• Log when children have attended the setting as this provides vital information to keep children safe from harm and help tackle underachievement.

• Have clear accessible attendance records to help identify children at risk and help multiagency teams to understand, assess and support the widest possible range of needs for a child and his or her whole family.

• To ensure that attendance records support the work of safeguarding young children and promote their learning and development.

It is important for senior managers and staff at all levels to pay attention to the following:

• Keep full registration details for every child, as specified in the EYFS and this includes at least two emergency contact details per child.

• Keep accurate information about parents, carers and others who may accompany the child to and from the setting.

• Make clear and accurate entries, whether you are using manual or electronic registers.

• Consistently and thoroughly investigate all absences for individual children and their siblings and keep good records of the family’s explanations.

• Put in place routine monitoring of attendance.

• Put in place systematic and rigorous monitoring of registers to ensure accurate recording, identifying and addressing of attendance issues.

• Being rigorous in monitoring attendance and in identifying and analysing patterns of absence (often called ‘broken weeks’) and the number of sessions missed.

• Being rigorous and persistent in seeking and recording explanations for absence.

• Develop good relationships with the family making sure that appropriate means of communication to meet family needs are used at all times.

• Making sure (through induction and regular reminders) that all staff know what to do, and who to tell, if:

• a child is absent/late; - a child has a changeable or deteriorating pattern of absence or lateness; or

• a child goes missing

• Making sure that the school or setting knows where to turn to for advice or support or whom to alert if concerns arise.

**Specific Safeguarding Issues**

**Child Sexual Exploitation (CSE)**

Monkey Puzzle identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Monkey Puzzle is aware that sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Every member of staff and volunteers at Monkey Puzzle recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks.

**‘Honour based’ abuse**

Members of staff and volunteers at Monkey Puzzle are aware that ‘Honour-based’ abuse (HBA) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBA and associated factors will be covered with staff and volunteers within Monkey Puzzle safeguarding training. All members of staff and volunteers are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff and volunteers are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff and volunteers will speak with DSL if they are concerned about HBA.

All members of staff and volunteers will follow Monkey Puzzle and BSCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

**Forced Marriage**

The Forced Marriage Unit has published [Multi-agency guidelines,](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf) with pages 32-36 focusing on the role of organisations and organisations. Staff and volunteers should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

**Radicalisation**

Monkey Puzzle recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. The radicalisation of young people can be compared to grooming for sexual exploitation.

Monkey Puzzle will ensure the DSL team complete an e-learning training package developed by the Home Office which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.

Every member of staff and volunteer at Monkey Puzzle recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Monkey Puzzle will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalisation and extremism can be found in Monkey Puzzles online safety policy.

**Child criminal exploitation: County lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

* can affect any vulnerable adult over the age of 18 years;
* can still be exploitation even if the activity appears consensual;
* can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
* can be perpetrated by individuals or groups, males or females, and young people or adults; and
* is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**Gangs and Youth Violence**

The involvement of young people in Serious Youth Violence – including drug distribution – has links to organised crime and other risk areas, for example, child sexual exploitation and going missing.

Young people involved in Serious Youth Violence are often vulnerable individuals who may be drawn into organised crime and can be both perpetrators and victims of harm.

There are many definitions of what constitutes a gang, for purposes of this policy they will be defined as:

* **Organised Criminal Group** (OCG) or Criminal Gangs: Individuals, normally working with others, with the intent and capability to commit a serious crime on a continuous basis, which includes elements of planning, control, coordination, structure, or group decision-making.
* **Street Gangs**: A relatively durable predominantly street-based groups of young people who see themselves (and are seen by others) as a discernible group, and engage in a range of criminal activity and violence. They may also have any or all of the following features: o Identify with or lay claim over the territory o Have some form of identifying structural feature o Conflict with other, similar, gangs.

**Domestic abuse**

The cross-government definition of domestic violence and 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; • financial; and
* physical; • emotional
* sexual;

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

**Linked Policies**

Allegations against a member of staff policy

Whistle blowing policy

Promoting Positive Behaviour & Self-Regulation Policy

Intimate care Policy

Staff Code of conduct

GDPR Policy

E-Safety Policy

Parent Partnering