

APPENDICES

Appendix A - Definitions of Abuse

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. 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)
- ensure access to appropriate medical care or treatment
- Provide suitable education

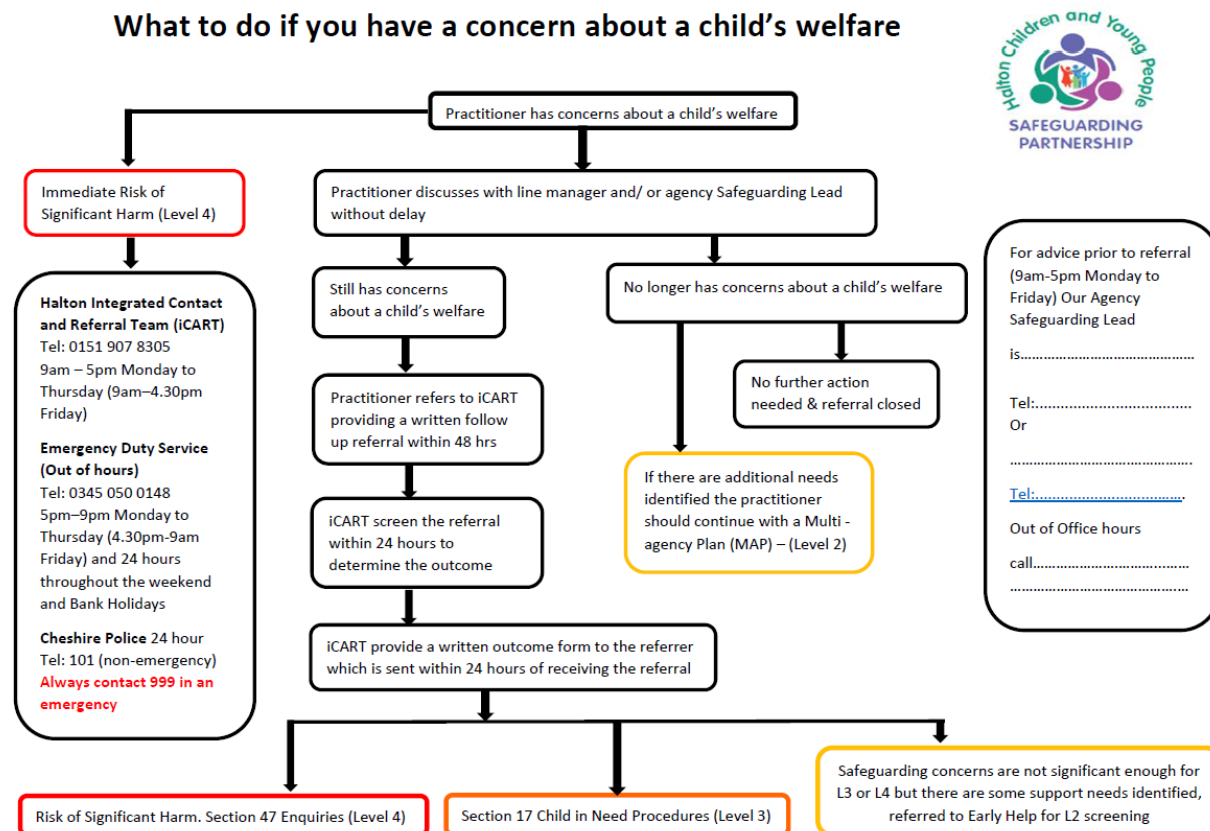
It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix B - Concerns about child welfare flow chart (Example)

Please refer to your flow chart in your setting, which should be displayed on your classroom notice boards.



Appendix C - Glossary

A Child	A person who has not yet reached their 18 th birthday.
Abuse	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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
Bullying & Cyberbullying	Behaviour that is: • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child Abuse Linked to Faith or Belief (CALFB)	Belief in concepts of: • witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • ritual or muti murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	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.
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.
Fabricated Illness	This is a type of physical abuse; the adult will fabricate a child's illness in order to seek unnecessary medical treatment. Signs are exaggerating illness or symptoms, complete fabrication or inducing of symptoms. This may be presented through false allegations of abuse, encouraging a child to appear disabled or ill to obtain unnecessary treatment or support
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured, or changed, but where there is no medical reason for this to be done.
Forced Marriage	This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a setting or through a third party.
Gangs & Youth Violence	Defining a gang is difficult; They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: • Disability • Race • Religion • Transgender identity • Sexual orientation.
Honour-based Abuse	HBA (Honour Based Abuse) is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour . Violence or abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
Incels (Extremist Ideologies)	Involuntary celibates or the Incel communities are radical, mainly online forums populated by disaffected young men and centred on violent misogyny. Some Incels believe that women's political empowerment and ability to select their sexual partners has severely degraded men's social status thus preventing them from having romantic relationships with the opposite sex. Incels may share similarities with extreme right-wing groups. Both groups attribute society's ills to social liberalism, women and ethnic minorities. Racial hatred and far right extremism are also common in some online Incel forums.
Modern Slavery	The Modern Slavery Act 2015 places a new statutory duty on public authorities, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking': Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Private Fostering	A private fostering arrangement is one that is made privately for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Safeguarding and promoting the welfare of children	• Protecting children from maltreatment; • Preventing impairment of children's health or development; • Ensuring that children grow up in circumstances consistent with the provision of safe and effective care • Taking action to enable all children to have the best outcomes.
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

Appendix D - Example – Employee Induction Checklist

The following form can be access via our shared OneDrive.

The template is stored under: **HR & RECRUITMENT FILE, EMPLOYEE INDUCTION CHECKLIST.**

EMPLOYEE INDUCTION CHECKLIST				
Employee Name:				
Position:				
Setting:				
Start date:				
Date of induction:				
	Things to be completed	Date completed:	Signed by employee:	Inducted by:
First Day	Employment Contract is read & signed (PRIORITY)			
	Employment Handbook is read & signed (PRIORITY)			
	Health & Safety Handbook is read & signed (PRIORITY)			
	NIAB Staff Admin details are completed & checked (PRIORITY)			
	Personal Address & Banking details checked and provided (PRIORITY)			
	HMRC Starter Checklist completed saved to file (PRIORITY)			
	DBS application completed (PRIORITY)			
	Set up on DBS Update Service (Send how to via notification)			
	Qualification(s) and GCSEs saved to folder: (PRIORITY)			
	Tour of Nursery			
	Discuss basic safeguarding: (inc mobile phones, ratios, leaving the room, reporting concerns, LADO etc)			
	Introduce to DSL/SENCO & Deputy Manager			
	Fire evacuation procedure			
	Reporting Absences (Explain policy/ procedures)			
	Holiday Entitlement/ How to request holidays (discuss Christmas holidays) / pre-booked holidays			
Digital registers/staff pin				
Assign staff member a locker in staff room				
First month	Staff meetings (send calendar)			
	Car park (Parents only)			
	Log into fire training and assign courses if required. Assign safeguarding course			
	How are support children's behaviour			
	Entrance Codes			
	Uniforms provided / How to order & expectations			
	NIAB -Signing children in/out			
	Planning			
	NIAB -Medication forms			
	NIAB -Accident/incoming injury forms			
	Child Journeys & Child Diaries			
	Opening and closing risk assessments			
	Nappy Changing / Children's Toilets			
	Training			
	☐ Safeguarding ☐ First aid ☐ Prevent duty ☐ Curriculum			
Manager to complete	Things to be completed	Date completed:	Signed by manager:	
	Staff file created (PRIORITY)			
	Interview form & CV (Saved in HR File)			
	ID (Added to Staff Admin – 3 forms – 1 needs to be proof of address) (PRIORITY)			
	Qualification(s) / GCSEs / Certificates saved to folder: (PRIORITY)			
	Two Suitable References received (PRIORITY)			
	Added to payroll			
	Add employee to rota onto NIAB and registers (PRIORITY)			
	HMRC Starter Checklist completed saved to payroll file (PRIORITY)			
	TDS Checked (PRIORITY if already on Update Service)			
	Employee Discount Agreement (if applicable)			
	Probation Period – add to calendar 6 Weeks - End of Probation			
	Single Central Record updated			
	Staff Picture – Printed & Displayed (saved to file and added to NIAB)			
	Notification sent to parent's introduction			
Tablet assigned				
Key Children / Assessments / Observations (end of probation if 3 months)				

Appendix E - Example – Child Protection Records Transfer Form

The following form can be access via our shared OneDrive.

The template is stored under: **SAFEGUARDING – STATUTORY CONTENTS FILE.**



Child Protection Records Transfer Form

Keeping Children Safe in Education (2022), Part 2: The Management of Safeguarding

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required"

IN LINE WITH KEEPING CHILDREN SAFE IN EDUCATION 2022, AS SAFEGUARDING RECORDS MUST BE RECEIVED BY THE NEW EDUCATION SETTING WITHIN 5 DAYS OF THEM STARTING. WHERE APPROPRIATE, INFORMATION CAN BE SHARED PRIOR TO THEM JOINING THE RECEIVING SCHOOL.

Child/Young Person's:	Name
Date of Birth:	Date of birth:
Designated Safeguarding Lead:	
Contact Details for Designated Safeguarding Lead:	Email: Number:
New Education Setting for Transfer:	Name: Address:
Date of Transfer:	

Safeguarding/Child Protection Issues

Currently open to Halton's Safeguarding Partnership? Yes ☐ No ☐ Unknown ☐

- Early Help / Locality Team ☐
- Referred to ICART (Early Help) ☐
- Referred to ICART (Safeguarding) ☐
- Currently open to Assessment and Support Team for Assessment ☐
- Child in Need (CIN) Plan ☐
- Child Protection Plan ☐
- Other, please state: ☐
- LAC ☐

Has there been any other relevant historic social care involvement? Yes ☐ No ☐ Unknown ☐

If yes, under which LA?

Brief summary of safeguarding issues / risk factors / category/ies of abuse identified:

Name of Early Help Worker or Social Worker:

Contact details i.e. address/phone number/email address:

Virtual School Contact (if applicable):

Other issues of note, please also include any relevant information about siblings and if family names and/or care arrangements are different:

All child protection file/s relating to the above child/young person and held by Early Learners Nursery were securely transferred to the Designated Safeguarding Lead.

- in a sealed envelope by hand ☐
- in a sealed envelope by secure and signed for mail ☐
- via Electronic Recording System (CPOMS / Safeguard My School / My Concern / TootToot) ☐
- via Secure Email ☐
- Other, please state: ☐

Print full name:	Signature:
Role:	Date:

Please confirm receipt of child protection files within 48 hours using the attached form