



*Rebecca Cheetham Nursery
and Children's Centre*

EARLY HELP, SAFEGUARDING AND CHILD PROTECTION POLICY

Compiled by: RC SLT using LA guidance

Amended: RC Senior Leadership Team

Date: September 2017

Ratified by governors:

Review date:

Governor's signature: _____

1. PURPOSE & AIMS

1.1 The purpose of Rebecca Cheetham Nursery School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Identify children and young people who may be in need of extra help;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 Our school is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children have the right to be protected from harm;
- Children need to be safe and to feel safe in school;
- Children need support which matches their individual needs, including those who may have experienced abuse;
- All children have the right to speak freely and voice their values and beliefs;
- All children must be encouraged to respect each other's values and support each other;
- All children have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, radicalisation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school and children who access our services.

1.4 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.5 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on

repeated occasions. The office (who maintain attendance in the school) will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.6 This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in each school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, radicalisation, extremism, exploitation, or victimisation

1.7 This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

1.8 This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils, parents and agencies.

1.9 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a duty of care in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned

about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Establishing a safe environment in which children can learn and develop. The promotion of British Values is explicit in all aspects of our Early Years curriculum and assists us in fostering a cohesive community. We deal with sensitive issues in a manner that is appropriate to children under five years of age. For example, we discuss stranger danger with children and involve the local community police officers. We also deal with issues like private body parts in a sensitive and child appropriate manner so children can consolidate this learning in real life situations. Children have strong attachments to their key worker and feel comfortable to speak to them.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together 2017 to Safeguard Children (2015) and [Newham Safeguarding Children Board procedures](#). Our Early Help, Safeguarding and Child Protection Policy is written with due regard to the Department for Education statutory guidance, Keeping Children safe in Education (updated 2016) and will be reviewed each time any subsequent guidance is issued by the Secretary of State,

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Rohan Allen Subina Begum	C/O: Rebecca Cheetham Nursery 0208 534 3136
Deputy DSL	Mandy Young	C/O: Rebecca Cheetham Nursery 0208 534 3136
Named Safeguarding Governor	Rena Begum	
Chair of Governors	Christian Moon	

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times,

work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Rebecca Cheetham Nursery School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor, who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Newham Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with [Working Together to Safeguard Children \(2017\)](#);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and there are deputy DSLs who are appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL) to ensure there will always be cover for this role. The names of the DSL leads are advertised throughout the centre.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2016);
- The Governing Body remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 At each meeting the governing body will receive a safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Rebecca Cheetham Nursery School the Headteacher is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying additional members of staff to act as the Designated Safeguarding Leads (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection in our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of [‘Keeping Children Safe in Education’](#).

3.7 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files. Information will be shared with relevant professionals as and when it occurs.

3.8 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

3.9 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be recorded in writing and given to the DSL.

3.10 During term time the designated safeguarding lead and or a deputy will always be available during school hours for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the

school site in person, we will ensure that they are available via telephone and any other relevant media.

3.11 The DSL at Rebecca Cheetham Nursery School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other inter-agency meetings and contribute to the assessment of children.

3.12 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and that appropriate training needs are identified.

3.13 Each DSL knows where to seek and get advice as necessary.

3.14 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex A of '[Keeping Children Safe in Education](#)' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '[Keeping Children Safe in Education](#)' (2016) In order to achieve this we will ensure that:

- all members of staff undertake appropriate safeguarding training on an annual basis in accordance with Newham Safeguarding Children Board advice and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- We have daily meetings where we discuss concerns we have with children in order to ascertain whether there is a need to escalate concerns.

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and deputy DSLs are and what the recording and reporting system is. We offer all relevant documentation to volunteers through induction and regular visitors and temporary staff are provided with our Safeguarding On a Page sheet, which provides all relevant information. Signage throughout the building and in every room, outlines who the DSL staff members are. We also have a safeguarding board in the staffroom that provides all relevant information.

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Newham Safeguarding Children's Board at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSLs will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

4.6 Our governing body will also undertake appropriate training to ensure governors are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from [Newham Partnership Working](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '[Keeping Children Safe in Education](#)' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via [Newham Safeguarding Children Board](#).

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Rebecca Cheetham Nursery School adheres to child protection procedures that have been agreed locally through the Newham Children's Safeguarding Board (NSCB). Where

we identify children and families in need of support, we will carry out our responsibilities in accordance with [NSCB Threshold Guidance](#).

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (insert as Appendix 1).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from [Newham Children's Triage](#) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 The DSL will decide whether to consider offering Early Help to support the family or to make a referral to [Newham Children's Triage](#) when there are complex needs or child protection concerns. The school will use the [NSCB Threshold Guidance](#) to inform our decision making.

5.9 If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

5.10 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to [Newham Children's Triage](#) immediately or the police. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.11 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with [Newham Children's Triage](#), or the police if:

- the situation is an emergency and the designated senior person, their deputy and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.12 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.13 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [NSCB Threshold Guidance](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.14 We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.15 At Rebecca Cheetham Nursery School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

5.16 Where FGM has taken place, there is a mandatory reporting duty placed on teachers (since 31 October 2015). Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

5.17 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other form of vulnerability in today's society. At Rebecca Cheetham Nursery School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism. All staff will have gone through PREVENT training as well.
- The DSL will make referrals to [Newham Children's Triage](#) and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

6 OUR ROLE IN SUPPORTING CHILDREN

- We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (insert as Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet or electronically and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our early help and safeguarding files will include; a chronology, contents front cover and record of significant events in the child's life.

7.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that all necessary information is shared to inform the school in the families current situation. If appropriate, details of the professional contacts involved in the case will be shared. We will make all arrangements via email to ensure a paper trail. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Newham Elective Home Education Team. This can also be done through the Safeguard software.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

8. WORKING WITH PARENTS & CARERS

8.1 Rebecca Cheetham Nursery School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to work together with parents to support any worries or concerns we may have about their child *unless* to do so may place a child at increased risk of harm.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file. Information about pupils will only be shared with adults who have parental responsibility for a pupil or with those for whom a parent has given permission and the school has been supplied with the adult's full details in writing.

9. CHILD PROTECTION CONFERENCES

9.1 Children's Services will convene an Initial Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the guidance and template [report](#) provided by the NSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. SAFER RECRUITMENT

10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#), DfE (2016).

10.2 At Rebecca Cheetham Nursery School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

10.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

11. SAFER WORKING PRACTICE

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of our school's code of conduct / Staff Behaviour policy at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

12.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

12.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Newham Safeguarding Children Board](#) and Part 4 of '[Keeping Children Safe in Education](#)', DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a [consultation or to make a referral](#) via e-mail: LADO@newham.gov.uk or contact the LADO team: 020 3373 3803 or the LADO Duty person 020 3373 4107

12.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of

Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

12.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

12.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on: Nick Pratt (020 3373 3803) or the LADO Duty person (020 3373 4107). Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

12.7 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13. RELEVANT POLICIES

13.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct / Staff Behaviour
- Preventing Extremism & Radicalisation Policy / risk assessment
- Anti-Bullying
- Positive handling
- Behaviour
- Recruitment & Selection
- Whistleblowing
- Attendance
- Online Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse (localised LBN Policy)
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid

- Educational visits

14. CATEGORIES OF CHILD ABUSE

Abuse is categorised under four headings: physical abuse, neglect, emotional abuse, and sexual abuse. There are many signs which may indicate that a child is being abused. For example, overt and inappropriate sexual behaviour may be a specific sign that the child is being exposed to sexual abuse. However, a withdrawn and unhappy looking child could possibly be suffering from any of the four categories of abuse, but it may not be obvious as to what is the cause of the unhappiness. Staff should always be aware of children who show:

- Uncharacteristic aggression or temper tantrums /withdrawal
- An inability to make friends or relate to other children of the same age group.
- Bursts of tearfulness
- Frequent complaints of tummy aches and headaches.
- An air of depression.

Physical Abuse

Physical abuse is where there is an injury to a child and there is either definite knowledge or a reasonable suspicion that the injury was not accidental. This suspicion may arise when the nature of the injury is not consistent with the explanation given by the child or the parent. Signs of physical abuse could include:

- Obvious major injuries such as fractures, black eyes, cuts, and burns.
- Frequent “minor” injuries such as bruising, swelling, and redness.
- A child walking stiffly or holding themselves in an awkward way which might indicate an injury hidden beneath their clothing
- An unwillingness to change into other clothing for a specific activity, such as dance
- Flinching at sudden movements
- An air of watchfulness and fear

Neglect

Neglect is the persistent or severe neglect of a child which results in serious impairment of the child’s health or development. It includes allowing the child to be exposed to dangerous situations. Signs of neglect could include:

- Constant hunger
- Thin or weak looking physique
- Untreated medical problems
- Poor personal hygiene and a dirty, unkempt appearance
- Lack of warm clothes in cold weather
- Constant tiredness
- A child who is left in the home without adult supervision
- A child who clings to adults and seeks affection

Emotional Abuse

Emotional abuse is the persistent and severe emotional rejection or ill treatment of the child. It also includes situations where the child is witnessing domestic violence within the home. It is probably the most difficult type of abuse to recognise. The signs are behavioural rather than physical. Emotional abuse may often indicate the presence of other kinds of abuse.

Signs of emotional abuse could include:

- Withdrawal and an air of detachment
- Depression
- Poor self esteem and lack of confidence
- A loss of appetite

Sexual Abuse

Sexual abuse is the involvement of children in sexual activities which they do not comprehend and to which they are unable to give informed consent. Signs of sexual abuse could include:

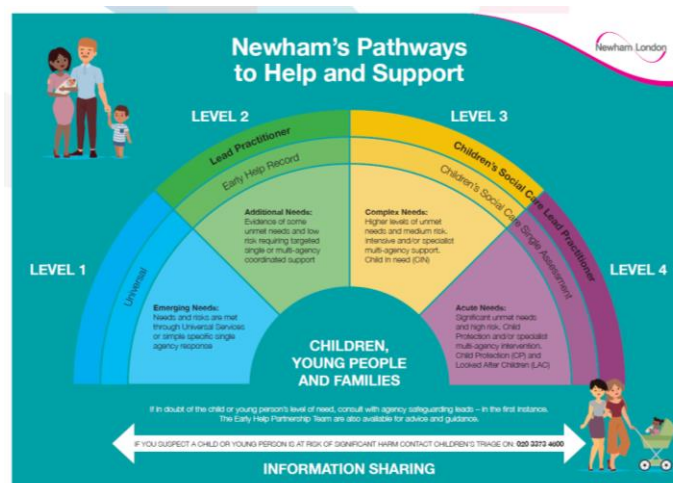
- Child complaining of soreness / itching in the genital area
- Difficulty in walking or sitting
- Overt sexual behaviour or playing of a sexual nature
- Sexualised drawings
- Frequent soiling or wetting

15. EARLY HELP, SAFEGUARDING AND CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES

Principals of Early Help

- Embed the Early Help Record as the single method to record, plan and review work with families in a single and multi-agency context
- Strengthen their early help and safeguarding policy and practice
- Completing statutory Section 11 audits
- Understand designated safeguarding lead responsibilities through specialised single-agency training
- Individual case direction and strategy for innovative ways of working with families
- Removing barriers to learning and achievement
- Networking with other schools and services to share best practice and information
- Embedding systems such as SafeGuard software to record Early Help and Safeguarding concerns. (Newham Connect- 2018)

Pathway for intervention



15.1 Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- (1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day.
- (2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- (4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- (5) We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

15.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

15.3 Bullying

We understand that bullying, including online and cyberbullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying can take different forms and may include racist, homophobic as well as *peer on peer* abuse. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

15.4 Online Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. Staff are aware of the risks children face from being exposed to inappropriate material, from harmful interactions with other users as well as harmful personal online behaviour.

We have an online safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment. Both staff and governors ensure the school has appropriate filters and monitoring systems in place in order to minimise the above risks.

Staff are aware that smart phones and other mobile technology may allow children access to the internet via 3G and 4G. Staff also recognise the increasing use of 'selfies' and although this can be deemed as a sign of increasing confidence it can also lead to unwanted attention and emotional distress. In order to overcome this parents are encouraged not to use mobile phones on the school premises. In the same vein, our staff should not take photos of the children (even for educational purposes) on their own personal devices and instead, should use school iPads or cameras to record children's progress.

Youth Produced Sexual Imagery (Sexting)

Staff recognise that increasing use of technology can lead to some inappropriate use. This can include children sharing sexual images and text of themselves/others via mobile phones and other social media. Through PSHCE children are taught about the risks of sharing indecent images of themselves and others. This may be a difficult topic for the children in our setting due to their age, however we would deal with things in an age-appropriate manner.

If an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL will hold an initial review meeting with appropriate school staff.
- If appropriate the DSL will speak to the children involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

For more details refer to [Responding to sexting in schools and colleges – UKCCIS Guidance](#)

15.5 Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

15.6 Child Sexual Exploitation (CSE)

“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.” (DFE Child Sexual Exploitation February 2017)

We will consider the following CSE indicators:

- 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.
- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyber bullying and grooming via the internet.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

15.7 Trafficking

Rebecca Cheetham Nursery and Children’s Centre will keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to trafficking, include such issues in an age appropriate way in their curriculum.

Trust schools work with and engages our families and communities to talk about such issues.

15.8 Female Genital Mutilation

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through [Multi-Agency Practice Guidance](#) .

15.9 Preventing Radicalisation

Rebecca Cheetham Nursery and Children's Centre is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote: 1) violence against others 2) hatred towards others 3) undermining the rights of others.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Rebecca Cheetham Nursery values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Rebecca Cheetham Nursery seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White and Black Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

CHILDREN WITH ADDITIONAL NEEDS

- 16.1** The Trust recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.
- 16.2** When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the LAB.

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep Truists, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

16.3 RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

17. PRIVATE FOSTERING

Each school makes sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded, and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we always inform the Local Authority when we are notified about such an arrangement or become aware of one.

A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full blood, half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The governing body will review this child protection policy on an annual basis; essentially, every January. If the policy has changed significantly since the last review then it will be presented to governors as an appendix to the Headteacher's report. Depending on previous decisions, this task can be delegated to a committee or an individual. The Safeguarding / Child Protection Governor will take part in the annual review of the policy and then organise a time, at a later date, to do an inspection to ensure that the nursery has everything in place.

This policy was agreed by the Governing Body _____.

18. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE (2017)
- [The Children Act 1989](#)
- [The Education Act 2002 s175 / s157](#)
- ['Keeping Children Safe in Education'](#), DfE (September 2016)
- [Newham Safeguarding Children Board](#) procedures
- [Newham Safeguarding Children Board](#) : Allegations Against Persons who Work with Children
- ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (October 2015).
- ['What to do if you're worried a child is being abused'](#), DfE (March 2015)
- ['Information Sharing: Advice for practitioners'](#), DfE (March 2015)
- ['The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (2015)
- ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#), Home Office (October 2015)
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)
- [Counter Terrorism and Security Act \(HMG, 2015\)](#)
- [Disqualification under the Childcare Act \(2006\) \(DfE, 2015\)](#)
- [Children and Social work act \(2017\)](#)



Appendix 1

Safeguarding / Cause for concern form.

This form is **highly confidential**. Please write down any concerns you may have, place into an envelope and hand over to a designated Safeguarding Lead. Remember to,

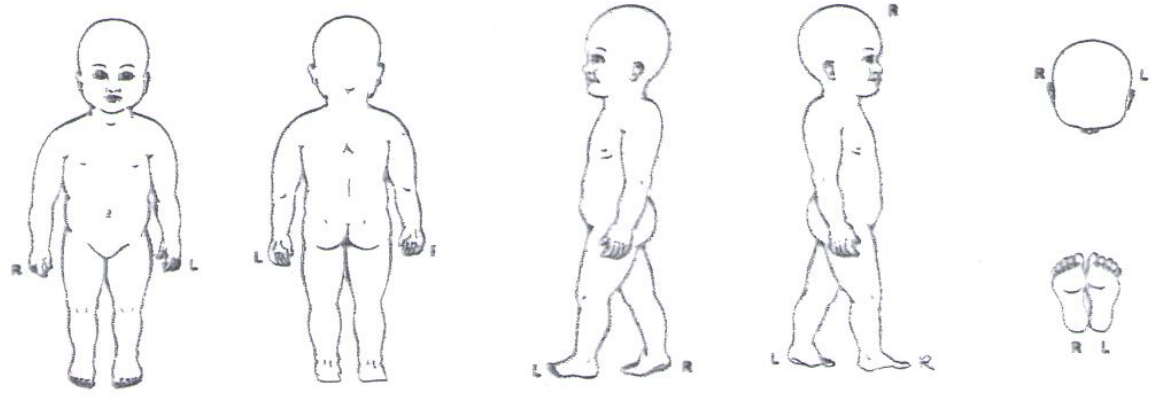
- Record your conversation as accurately as you can. Use the child's actual words
- Make note of any marks using the body map (size, shape, colour ...) or any physical evidence (dirty clothes.....etc).
- Clearly distinguish fact from opinion.
- Remember not to use any leading questions or phrases when a child is talking to you about a child protection matter. It may help to use open questions - Who, Where, When, How, Can you tell me more?
- The Head teacher / Designated Leads must be informed of all child protection matters.
- After the disclosure if you feel a child is at risk of significant harm (Physical, emotional , neglect) OR at risk of sexual abuse, then do not speak to parents. **Report immediately** to the designated Safeguarding Lead.

Name of Child	Date of birth	Class and Teacher	Person reporting concern	Date of disclosure

Information to be reported

Have you discussed your concerns with anyone (parent / colleagues)? Record explanations / responses

Body Map



Signed :

Action by designated Safeguarding Lead.

Name and signature

Date

Monitoring children procedures

Body Maps

Body maps are completed when a child presents at nursery or the children's centre with a bruise, cut, mark that hasn't been seen before. The staff member will record the location of the mark and a description and ask the parent/carer how the injury occurred.

Body maps are filed and reviewed on a regular basis. If there are three or more body maps in the file within a short period of time (one month) then the Family Support Worker will investigate further and possibly make a referral to Social Services.

Any injury of a serious nature and that causes concerns should result in a CP Concern Form, rather than a Body Map.

CP Concern Form

A CP Concern Form is used when a staff member has a concern about injuries on a child's body, concerning behaviour, accusations a child may make or inappropriate gestures or comments made by a child. The CP Concern Form shall be filled out in detail by the staff member, placed in an envelope and given to the Designated Child Protection Officer in the school. The parent/carer is not informed at this stage.

The Designated Child Protection Officer will confer with the Family Support Worker and decide what actions need to be taken; it may be a direct referral or some direct or indirect work with the child and/or family.

This can all be completed using the Safeguard Software. Whilst each concern is dealt with in the moment, a weekly DSL meeting is held to go through all the actions to ensure they have been completed and to determine next steps.

NOTE: Where action has been taken regarding a CP Concern Form or a Referral, all correspondence related to the case will be noted and tracked in the Children's Centre and kept in the child's file.

Referrals

Where there is a more serious and pressing issue related to the safeguarding of a child, a referral may be made directly through the borough processes. The person making the referral must provide as much detail as possible and the borough's Triage team will respond, advising what action will be taken. Generally the action will be that Social Services will take up the case, the case will be referred to the Children's Centre to monitor or the Triage team will decide that no further action is necessary.