



MONITORING AND REVIEW

The effectiveness of these policies and procedures should be read in conjunction with St. Joseph's Risk Assessments. All documents are reviewed on an annual basis or more regularly as required, i.e. when new legislation comes into place and a policy either has to be adapted to remain current, or when government passes a new law that affects early years practice and so a policy has to be specifically written to cover this introduction.

The following policies have OFSTED's details as the regulatory body on them:

- Safeguarding children and child protection
- Comments, suggestions, complaints and compliments
- First aid, accidents, incidents and emergencies
- Health and Safety, sickness, allergies and infectious diseases/illnesses

St. Joseph's Nursery Safeguarding Commitment

St Joseph's Nursery is committed to Safeguarding and Promoting the Welfare of all of its children. Each child's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at nursery, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our children as our mission statement reflects: "*At St Joseph's we love, learn and live by the example of Jesus Christ*"

At St Joseph's we believe that every child should have the same life chances to fulfil their potential. As such we have a duty as an educating community to fully support the five outcomes of Every Child Matters (ECM).

Our aims are based on our beliefs and values:

- every person is a child of God, uniquely valued
- every member of the NURSERY community is important
- the foundation of all we do is the person of Jesus
- our work is to educate every child to their potential according to their individual needs and abilities.

- every child needs to have a „whole“ education, developing all aspects of their character and ability; the „hidden curriculum“ is therefore an essential component of each child“s development
- every child deserves quality experiences in their primary education, developing a zest for living, a sense of wonder and time for reflection
- every child deserves to be helped and supported on his/her faith journey through the influential attitudes, values and commitment of the adult members of the community
- we are partners with parents and others in the education process

Our vision and values are delivered through the following approaches:

- A focused child-centred environment
- Committed play-based learning
- Key person system
- Effective planning for learning
- Strong team work
- Highly qualified and motivated staff

STAYING SAFE

SAFEGUARDING & CHILD PROTECTION POLICY

The health, safety and well-being of all our users are of paramount importance to all the adults who work in the Nursery. Our staff, volunteers, children and their families have the right to feel and be safe, regardless of their age, ability or disability, gender, sexuality, marital status, race, culture, or socio-economic background.

Aims and Objectives

All staff in the Nursery understands that anyone who has contact with children has an obligation to safeguard them from harm and ensure their well-being, particularly meeting the remits of The Every Child Matters document. **Safeguarding** children and promoting their welfare means protecting them from maltreatment, preventing impairment of their health and development, and ensuring that they grow up in circumstances consistent with the provision of safe and effective care, whilst promoting

British values of democracy. As such all staff and volunteers understand that they are governed by legal matters and must abide by the Safeguarding Policy.

The policy is based on the remit of the Children Act 2004, its update to the Children and Families Act 2014 and the Department for Education (DCSF (now DfE)) guidance document *Working together to safeguard children* (2010, paragraph 1.20 and updated in March 2015), which focuses on safeguarding and promoting children and young people's welfare which can be summarised as:

- protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
 - undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- Taking action to enable all children to have the best outcomes

In order to ensure that these remits are met, all staff who undertakes work with children is it as paid or voluntary members will maintain a proper focus on safeguarding children and young people and this will be reflected both in sound individual practice and through policies and guidance.

All staff:

- ✓ **fully comply with the school's policies and procedures**
- ✓ **hold an enhanced CRB check**
- ✓ **attend appropriate training every 3 years**
- ✓ **inform the designated person of any concerns**

All Volunteers:

- ✓ **fully comply with the school's policies and procedures**
- ✓ **hold a Enhanced DBS check**
- ✓ **inform the designated person of any concerns**

Action:

- Give their highest priority to ALL children's welfare – but paying particularly attention where a child has specific educational needs or disabilities, or stems from a family where family circumstances present challenges to the child's welfare (eg. parent/carers who substance abuse), or where a child has returned to the family from care, or is demonstrating early signs of neglect or abuse, or has signs of FGM
- Recognise, identify and respond to any signs of abuse, neglect, or FGM, or any cases where there are signs of a child and/or parent/carer possibly being radicalised
- Respond appropriately to disclosure by a child, or signs of radicalisation and evidence of FGM and follow the correct procedures

- Respond appropriately to allegations against staff, other adults, and against themselves, including suggestions that they may be disqualified by association of a family member living in their home who would be barred from working with children, for a serious offence (see 'Disqualification Under the Childcare Act 2006 legislation – included)
- Act appropriately during any inspection and understand safe practice in carrying out their duties
- Be alert to the risks which abusers, or potential abusers, may pose
- Be aware of who the designated person is in authority to pass on relevant disclosures to
- Report any legal proceedings impending against themselves or another member of staff to the manager and Ofsted.

The Nursery aims to

- ensure that children are never placed at risk while in the charge of nursery staff.
- ensure that confidentiality is maintained at all times.
- ensure that all staff are familiar with child protection issues and procedures.
- regularly review and update this policy.

Children will be supported by offering reassurance, comfort and sensitive interaction. Activities will be devised according to individual circumstances to enable children to develop confidence within their peer group.

Parents and families will be treated with respect in a non-judgemental manner whilst investigations are carried out in the best interest of the child.

- **Harrow safeguarding Children's Board** 020 8901 2690
- **Safeguarding Officer** 07968 4857
- **Children's services out of hours** 020 8424 0999
- **Ofsted** 08456 404040

Date reviewed:

Next review:

DEFINITIONS OF ABUSE AND NEGLECT –

also defined as 'significant harm'

These terms, for safeguarding protection, are aimed at 'CHILDREN' – who are deemed as 'anyone who has not yet reached their 18th birthday', regardless of whether they are living independently or not.

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. They may be abused in a family, or in an institution or community setting, by those known to them, or more rarely, by others (eg. via the internet). They may be abused by an adult or adults, or another child or children.

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.

Action will be taken under this heading if staff team have reason to believe that there has been physical injury to a child.

Procedure:

- any sign of a mark/injury to a child when they come into nursery will be recorded and will be discussed with the parent/carer
- such discussion will be recorded and the parent/carer will have access to such records
- if there appear to be any queries regarding the injury, the Child Protection Unit in the local authority will be notified

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 in so far 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, although it may occur alone.

Action will be taken under this heading if staff team have reason to believe that there is a severe, adverse effects on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

Procedure:

- the concern will be discussed with the parent/carer
- such discussion will be recorded and the parent/carer will have access to such records
- if there appear to be any queries regarding the injury, the Child Protection Unit in the local authority will be notified

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Action will be taken under this heading if staff team have witnessed occasions where a child has indicated sexual activity through words, play or drawing; had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour.

Procedure:

- the observed instances will be reported to the nursery manager
- the Child Protection Unit in the local authority will be notified

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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Action will be taken under this heading if the staff team have reason to believe that there has been persistent or severe neglect of a child.

Procedure:

- the concern will be discussed with the parent/carer
- such discussion will be recorded and the parent/carer will have access to such records
- if there appear to be any queries regarding the injury, the Child Protection Unit in the local authority will be notified

Parental factors affecting the vulnerability of children include:

- Social exclusion
- Domestic violence
- Mental illness
- Drug and alcohol abuse (substance misuse)
- Parental learning disability

Other kinds of abuse that may come to light include:

- Abuse of disabled children
- Fabricated or induced illness
- Child abuse linked to a belief in spirit possession
- Sexually exploited children
- Female genital mutilation (FGM)
- Abuse that takes place on-line or as part of on-line communications contacts e.g. on-line grooming
- Children affected by gang activity
- Complex, multiple or organised abuse
- Forced marriage or honour based violence
- Child victims of trafficking
- Radicalisation that could lead or expose families and children to anti-British behaviours, including terrorism

Recording suspicious of abuse

Staff will make an objective record of any observation or disclosure which will include on the Contact sheet

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Name of the person to whom the concerns was reported; with date and time and the names of any other person present at the time.

These records will be signed and dated and kept in a separate confidential file. All members of staff know the procedures for recording and reporting. It may be thought necessary that through discussion with all concerned the matter needs to be raised with the *Local Safeguarding Children Board (LSCB)*. Staff involved may be asked to supply details of any information they have concerns with regard to the child. The nursery expects all members of staff to co-operate with the *LSCB* in any way necessary to ensure the safety of the children.

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and complete a **Record of Concern**.

Principles

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the senior designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- ✓ listen to and take seriously any disclosure or information that a child may be at risk of harm
- ✓ try to ensure that the person disclosing does not have to speak to another member of school staff
- ✓ clarify the information if necessary
- ✓ try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- ✓ try not to show signs of shock, horror or surprise
- ✓ not express feelings or judgements regarding any person alleged to have harmed the child
- ✓ explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- ✓ reassure and support the person as far as possible
- ✓ explain that only those who 'need to know' will be told
- ✓ explain what will happen next

Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- ✓ any urgent medical needs of the child
- ✓ discussing the matter with other agencies involved with the family
- ✓ consulting with appropriate persons e.g. ESW service, Social Care
- ✓ the child's wishes

Then decide:

- ✓ wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- ✓ whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- ✓ not to make a referral at this stage
- ✓ if further monitoring is necessary
- ✓ if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- ✓ make regular contact with Social Care
- ✓ wherever possible, contribute to the Strategy Discussion
- ✓ provide a report for, attend and contribute to any subsequent Child Protection Conference
- ✓ if the child or children are the subject of a child protection plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- ✓ where possible, share all reports with parents prior to meetings
- ✓ where a child who is the subject of a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

Recording and monitoring

Accurate records will be made as soon as practicable on the **record of concern** and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and senior designated

person. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Senior Designated Person Child Protection.'

Supporting the Child and Partnership with Parents

- ✓ School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- ✓ Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- ✓ We will provide a secure, caring, supportive and protective relationship for the child
- ✓ Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- ✓ We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Confidentiality

St Joseph's School has regard to "Information Sharing" and follows the Harrow LSCB guidance and procedures. Personal information about children and families held by agencies should not normally be disclosed without the consent of the subject and should be kept secure. The law permits, however, the disclosure of confidential information necessary to safeguard the child/ren.

Written statement on St. Joseph's Nursery Safeguarding Procedures for Parents/carers, staff and volunteers

This statement clearly sets out staff responsibilities for reporting suspected child abuse or neglect in accordance with Local Safeguarding Children Board procedures.

We must adhere to such policies to ensure the continued safety of the children within our care at all times, as we have a vested interest, as members of a responsible society, to ensure their future well-being, which MUST at all times be our overriding concern, although, we will work as far as possible within the boundaries of given confidentiality. Our remit is to ensure children's welfare through meeting the remits of The Early Years Foundation Stage guide 2014 and The Every Child Matters: Change for Children programme 2004, which compels professionals in childcare settings to ensure that the children in our care are afforded opportunities to: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being, through a curriculum delivered in 3 Prime areas; Personal, social and emotional development, physical development and communication and language; and in 4 Specific areas; maths, literacy, understanding the

world and expressive arts and design. The purpose of formerly drawing up safeguarding procedures is to ensure the meeting of the 'stay safe' element of these recommendations.

Initial action comprises the reporting of any referred or identified incidents of child neglect/abuse or threats from other persons, or possible exposure to radicalisation opposing British values, or confirmed cases of FGM to the Nursery manager, who will then investigate the legitimacy of such reports in collaboration with the staff team. Should any allegations appear to hold merit then we will be obliged to pass this information on to the school's safeguarding officer, police and child services, in order that further investigations can be pursued, in an attempt to protect the children in our care. A written statement of information gathered at this stage should be sent to the local authority.

At all stages of any investigation continued full written statements will be observed about what has been disclosed, identified and witnessed, and this will form part of the body of evidence should further actions be taken in each particular case.

Once the information has been passed to the local authority child care services it is then their responsibility to investigate the allegations and report back to the Nursery about the outcome and any actions to be implemented. It is also their responsibility to inform the setting if no further action is to be taken or is necessary.

If the allegations are against a member of St. Joseph's Nursery staff or volunteers and involve physical and/or sexual abuse claims, then the member of staff should immediately be placed on suspension pending the outcome of an internal investigation (primarily) and if the person and offences concerned are then referred onto outside agencies, as a body of evidence is apparent to suggest there is legitimacy in the claim, then enhanced disciplinary procedures need to be put into place and Ofsted and the local borough LADO should be informed immediately.

Where an allegation is made against any person working in or on behalf of the school, that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

we will apply the same principles as in the rest of this document and we will always follow the Harrow LSCB Guidance regarding allegations of abuse against a person who works with children, (Sept 2007).

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- ✓ The person who has received an allegation or witnessed an event will immediately inform the headteacher and complete a **record of concern**
- ✓ In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- ✓ The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- ✓ The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- ✓ The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- ✓ The headteacher will consult the LADO (Local authority Designated Officer -see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- ✓ Consideration will be given throughout to the support and information needs of pupils, parents and staff
- ✓ The headteacher will inform the Chair of Governors of any allegation.

Roles and Responsibilities

Governing Body should ensure that:

- ✓ the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- ✓ the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- ✓ the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- ✓ a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- ✓ staff undertake appropriate child protection training;
- ✓ they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- ✓ a governor is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) and /or partner agencies in the event of allegations of abuse being made against the head teacher
- ✓ Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place (see Leasing of Premises to External Organisations, EWS 2009) in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

- ✓ they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged as necessary

Headteacher should ensure that:

- ✓ the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- ✓ sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- ✓ all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policy .

Senior Member of Staff with Designated Responsibility for Child Protection

- ✓ Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- ✓ Act as a source of support , advice and expertise within the educational establishment;
- ✓ notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ✓ ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- ✓ Liaise with head teacher to inform him/her of any issues and on-going investigations and ensure there is always cover for this role;
- ✓ Keep detailed accurate written records stored separately from the pupil's general file;
- ✓ keeps a record of staff attendance at child protection training
- ✓ Ensure the child protection policy is updated and reviewed annually and work with the governing body and nominated governor regarding this and ensure it is available to parents on request;
- ✓ To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ✓ Have a working knowledge of how the LSCB operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- ✓ develops effective links with relevant statutory and voluntary agencies
- ✓ Ensure that all staff have access to and understand the school's child protection policy
- ✓ Ensure that all staff have induction training;
- ✓ Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- ✓ The deputy designated person(s) is appropriately trained (every 2 years) and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

CONTACTS

LADO = Janice Miller on 0208-736-6435 (Mon, Tues & Friday or Janice.Miller@harrow.gov.uk)

OFSTED COMPLAINTS: 0300-123-1231

Prevent Duty

PREVENT DUTY RESPONSIBILITIES

Extremism and British values

Our educational programme supports British values through the delivery of the Early Learning Goals, as stated in the Early Years Foundation Stage 2014. Having checked with the Department for Education (DfE) the statutory requirements for early years providers clarify that the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage. As such, we endeavour to incorporate these values through the areas of learning and development, with the emphasis on Understanding the World, where we celebrate people and communities and difference, and within Personal, Social and Emotional Development, where we teach the values of democracy, where everyone is encouraged to speak and exchange their points of view, whilst also teaching turn taking practices, that support children's understanding of other's needs as well as their own.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). This duty came into effect from July 2015. Whilst early years providers await a revised EYFS to firmly embed expected practice, the following examples of how the centre can meet the PREVENT DUTY requirements have been supplied by the Department of

Education:

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

As a consequence of DfE advice, taking a minimum approach, for example having notices on the walls or multi-faith books on the shelves will now fall short of 'actively promoting'

diversity and as such, staff must now ensure that they are:

- actively promoting tolerance and not intolerance of other faiths, cultures and races
- not failure to challenge gender stereotypes and are not routinely segregating girls and boys
- not isolating children from their wider community
- constantly challenging behaviours (whether of staff, children or parents) to ensure that all users, staff and visitors remain in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Actions staff must take to fulfil the Prevent Duty requirements

In order for the nursery to fulfil the Prevent duty, it is essential that all staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.

Protecting children from the risk of radicalisation should therefore be seen as part of the nursery wider safeguarding duties but resilience can be built by staff using the above curriculum areas, as suggested, to reinforce British values. So, in addition to promoting the above stated curriculum areas, all staff should be:-

- Vigilant to extremist views or attitudes – where extremism is determined to be a vocal or active opposition to fundamental British values.
- Assessing the risk of children being drawn into terrorism, including where they demonstrate support for extremist ideas that are part of terrorist ideology, or their parent/carers demonstrate such support. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- Be aware of the risks posed by online activities and promote safe use of the world wide web, social media and the internet as a whole, to avoid both the risk and exposure to radicalisation and other safeguarding matters
- As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- Be aware that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education
- Nursery staff and the manager should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as vulnerable to being drawn into terrorism.

If a child and/or family appears to be at risk of being radicalised then the manager should escalate referrals according to their LSCB policies and procedures who will then make a referral concern through to 'Channel' – an early intervention multi-agency panel designed to

safeguard vulnerable individuals from being drawn into extremist or terrorist behaviours, or being groomed by extremist or terrorist ideologies. For Channel referrals contact:

Essential contact details

Child sex exploitation

If concerned a child is at risk from Child Sexual Exploitation (CSE) the manager should report to: -

- **020 8901 2690**

If Child Sexual Exploitation risk identification factors fall into High or Medium Risk categories and are proven after investigation by the Police and Social services

- **999**
- ***Harrow safeguarding Children's Board*** *020 8901 2690*
- ***Safeguarding Officer*** *07968 4857*
- ***Children's services out of hours*** *020 8424 0999*

What to do if there is a concern about a child and/or family being at risk of radicalisation

As stated above, if a member of staff in the nursery has a concern about a particular child they should follow the centre's normal safeguarding procedures, including discussing with the manager, who is the designated safeguarding lead, and where deemed necessary, with children's social care services and should inform the Early Years and Operation Manager. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

However, the manager could also contact the local police force or dial 101 (the non-emergency number), who can talk to the manager in confidence about the centre's concerns and help them gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and the manager to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Female Genital Mutilation

ACTIONS TO TAKE IN ANY CASE OF FEMALE GENITAL MUTILATION (FGM)

As a result of reinforcement of the FGM Act 2003, from 31/10/2015, there is now a statutory duty under section 5B, and on account of amendments to the Serious Crimes Act 2015, on ALL health, social care and educational workforce staff to report any 'KNOWN' cases of FGM to the police, in cases of women/girls under the age of 18yrs. Women reporting this subsequent to being 18yrs do not fall under the remit of this duty of care amendment.

Duty is to disclose by the end of the next working day. However, exceptional cases allow for a maximum one month timeframe but the report must be logged much earlier than this. Exceptional cases mean where there that child, and/or a sibling, will be placed in danger and so consultation with colleagues/other professionals is required.

Staff should make a report, in line with the nursery safeguarding procedures, whereby the manager is informed and then, having collected the written record of information, must inform orally, by calling 101 which should connect to the local police force or contacting Children and Family Service. If the call does not automatically connect to the local police force then the manager should request them to redirect. The manager must ensure that they take the report incident number details at this stage and keep them on record, along with date of reporting, in the safeguarding section of that child's personal details folder.

The manager will be asked for their details, the details of the safeguarding lead at the setting/workplace, the girl's details and confirmation that appropriate safeguarding measures, in line with Working Together to Safeguard Children 2015 requirements, have been made.

Comprehensive records must be kept at all stages, including date and number of police report, initial discovery and all consequent actions taken. The staff member making the

initial report may not be kept informed of the outcome of any consequent investigation or actions and so the safeguarding lead, usually the manager of the nursery, would then become responsible for any further recording.

Unlike child abuse/neglect cases, where the safety of the child is taken into consideration first, in cases of FGM, **the parent/carers of the child DO need to be informed of why and how the actions are being taken.**

Police will initiate a multi-agency response, where the protection of the child is paramount at all times.

Failure to comply with regulations will result in disciplinary procedures and could lead to dismissal.

- Only 'KNOWN' cases are to be reported under the 'duty' i.e. those where they have either been visually identified, or appear to be visually identified, or if they are disclosed by the victim themselves.
- The duty does NOT apply to 'suspected' cases
- The duty does not apply to 'at risk' cases – in these circumstances you should follow local safeguarding procedures – However, if there is an immediate risk of injury or loss of life then the police need to be contacted immediately.
- **You are not required to 'Verify' (check for yourself on the body) that FGM has occurred.**
- If someone else has reported the case you do not have to make a second report, unless; -

The person who has made the report is not a member of the social work, health or educational workforce

- If someone else (family or friend of the victim) reports FGM has occurred to a girl under 18yrs old, you should follow local safeguarding procedures, which may include referring to social services or contacting the police
- **The duty does not require a full clinical diagnosis before a report is made. This should not be carried out by nursery staff ever.**
- If you have reported to police you do NOT need to make a second report to social services

If a child under the age of 18yrs reveals or is found to have been a victim of female genital mutilation (FGM), the manager has a responsibility to report directly to the police, whereas, if children are suspected to possibly be at risk of harm due to FGM but it has not yet occurred, then managers should act in accordance with their existing safeguarding procedures by contacting Children's Services – social workers.

If contacting the police, you should ring 101 and ask to be connected to the local police station

For any immediate concerns, outside of normal working hours, for the immediate well-being of a child, the police should be contacted on 999

Local Safeguarding Children Board 020 8901 2690

Emergency Duty Team 020 8424 0999

Human Resources 020 8863 5611

Websites

Harrow LSCB. www.harrowlscb.co.uk

Children Missing from Education anna.tenconi@harrow.gov.uk

Keeping Children Safe Websites

www.ceop.gov.uk

www.childline.org.uk

www.missdorothy.com

www.nspcc.org.uk

www.anti-bullyingalliance.org

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

CHILD ABUSE SIGNS AND SYMPTOMS

The signs of child abuse are not always obvious, and a child might not tell anyone what's happening to them. Children might be scared that the abuser will find out, and worried that the abuse will get worse. Or they might think that there's no-one they can tell or that they won't be believed. Sometimes, children don't even realise that what is happening is abuse.

The effects of abuse may be short term, or may last a long time – sometimes into adulthood. Adults who were abused as children may also need advice and support.

All staff and the Centre manager must ensure that they are able to recognise and name the signs and symptoms of abuse and/or neglect and so should be able to recognise any of the following signifiers in the children they work with and care for. They then have a responsibility under our policies and procedures to record and report to the centre manager, who will progress actions accordingly, as per the policy.

Children will present in different ways and all staff need to remember that every child is an individual, with their own idiosyncrasies. As such, all staff should be vigilant in looking for a

marked difference in normal behaviour presentation in a child, which may act as a signifier that something is wrong, eg. a child who is normally quiet may suddenly become loud and attention seeking, or vice versa, a loud child suddenly becomes quiet; or a child who is normally passive may suddenly present as being overly aggressive, and vice versa, a normally aggressive child may suddenly become passive, etc.

Other signifiers that a child under 5 may be suffering abuse and/or neglect include;

- The child doesn't cry or respond to parent's presence or absence from an early age
- A child reaches developmental milestones late, such as learning to speak, with no medical reason as to why
- The child is significantly underweight but eats well when given food

Whilst the following provide additional signifiers for all ages of abuse and/or neglect;

- The individual talks of being left home alone or with strangers
- There is a poor bond or relationship (attachment) with the parent/carer
- The individual acts out excessive violence with other children
- The individual lacks social skills and has few if any friends

Children who are sexually abused may;

- Stay away from certain people
- They might avoid being alone with people, such as family members or friends
- They could seem frightened of a person or reluctant to socialise with them
- Show sexual behaviour that's inappropriate for their age – and might become sexually active at a young age
- They may act in a promiscuous manner
- They could use sexual language or know information that you wouldn't expect them to
- They may have anal or vaginal soreness
- They may have an unusual discharge
- They may have an STI (sexually transmitted infection)
- There may be evidence of bruises – due to being 'forced' into actions against their will – however, staff must remember that all children have accidents, trip and fall and so they must make a reasoned assumption regards such marks, unless they are in places that the injury could not have occurred in any other way

Children who are physically abused may:

- Present with many of the sexual abuse symptoms above
- Have bumps and bruises which are not easily explained away, or happen on an ongoing basis, or may be in places usually covered and not easily seen (however, as above, it must be remembered that children have lots of accidents that cause such marking and most marks are not suspicious)
- There isn't one distinct sign or symptom to look out for with physical abuse that will say a child is definitely being physically abused. However, if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury, then this should be investigated.
- Additionally, burns or scalds, bite marks, broken or fractured bones and other injuries and health problems that are not easily explained, or are reoccurring injuries, may lead a staff member to investigate further for possible signs of abuse.

Children suffering emotional abuse and neglect may:

- Be unnaturally quiet and passive, gradually becoming more angry or aggressive as they reach two years of age, particularly with other children
- They may not be upset at the parent/carers departure and when the parent/carer returns they avoid them
- They may not be comforted by the parent/carer when distressed
- They may demonstrate preoccupation with their toys over attachment to the parent/carer
- They may present as unclean, unwashed and in dirty clothing, they may smell and be constantly hungry (staff should be aware of the socio-economic background in such cases and ask before judging, as it may be that the diet and clothing budget is nominal and housing conditions are poor – in such cases it may be that the staff member would discuss possible non-abuse support referrals with the parent/carer and the centre manager to support those circumstances)
- They may present as noticeably angry or avoidant of the parent/carer, perceiving them as unavailable to meet their needs
- As the child gets older, they can present as angry or disinterested or show little creativity – staff need to be mindful of not stereotyping these children as 'disruptive' or 'behavioural problems' and need to understand the cause and put appropriate caring bonds in place as the key person
- They may become more socially isolated
- They may have poor interactions with other children
- They may find interpreting emotions in others difficult
- They are less likely to help others or expect others to help them

- They have poor self-esteem
- The older they become the more noticeable the learning gaps/delays appear

WHAT TO DO IF YOU SUSPECT/OR ARE WORRIED THAT A CHILD IS BEING ABUSED

As a provider of a service for children who follows the ethos, learning and regulations of the EYFS, staff understand their role in supporting the important developmental role in the lives of large numbers of children, understanding that we have a specific influence and role to play in children's lives. As such, all staff are encouraged to develop an 'awareness culture', demonstrating approachability, where they listen to children. In addition, being a facility that offers a resource to under 5s we acknowledge that we MUST be registered with Ofsted under the Children Act 1989 and the consequent updates.

These safeguarding policy statements clearly set out our staff's responsibilities for reporting suspected child abuse or neglect in accordance with Local Safeguarding Children Board procedures and includes contact and telephone numbers for the local police and children's services. In addition, it also includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer. Any allegations must be reported to the designated person, in this case the nursery manager, or the St. Joseph's School Safeguarding Officer.

In addition:

St. Joseph's understands that we are governed by legislature and will work within it, including;

The Children's Act 2004 and consequent updates, including the Children and Families Act 2014; Working Together to Safeguard Children 2015; SEND Code of Practice 2014; Equalities Act 2010; Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges 2015; Ofsted Policy on Safeguarding Children and Young People and Young Vulnerable Adults 2015; Early Years Foundation Stage 2014; Prevent Duty 2015; Disqualification Under the Childcare Act 2006.

Furthermore, St. Joseph's Nursery complies with The Safeguarding Vulnerable Groups Act 2006 which reforms arrangements for safeguarding children by minimising the risk of harm

to children from those who might seek to harm them through their work (paid or unpaid) and understands that such persons will be barred as unsuitable individuals not just on the basis of referrals, but also at the earliest possible opportunity, as part of a centralised vetting process that all those working closely with children and/ or vulnerable adults will have to go through.

Early years and childcare

St. Joseph's Nursery must disclose information to child protection agencies and police forces in line with *The Childcare (Supply and Disclosure of Information) (England) Regulations 2007*.¹ Regulation 8 sets out the information St. Joseph's Nursery can disclose to 'child protection agencies'.

The manager at St. Joseph's Nursery, as the Safeguarding Officer and Head of School, must, in response to a written request about a registered person, provider or individual, for the purposes of protecting children from abuse, harm or neglect, provide information to child protection agencies and police forces as set out below:

- information concerning the setting for the childcare provided by that person
- the person's date of registration
- the conditions, if any, attaching to the person's registration
- information obtained or received in the course of ascertaining the suitability of a person for registration
- information about any child:
 - a. receiving childcare from the person, or
 - b. in the setting in which the person works
- information connected with any enforcement action taken against the person

Disclosures may still be allowed in circumstances where there is an overriding duty to the public to make the disclosure, for instance if the information concerns the commission of a criminal offence or relates to life threatening circumstances or serious harm to a child.

Where an external agency investigates, and makes a decision about the child protection element of any case, the manager of the nursery should still continue to investigate the case internally. This may be in relation to the requirements of the Early Years Foundation Stage or the Childcare Register regulations, about the provider's child protection policies, knowledge, understanding and practice or against another standard.

Where a child is at the setting and the concerns might relate to people other than St. Joseph's staff members or volunteers, the manager must ensure that children's services are contacted before the child leaves for home. Wherever possible, the manager should contact children's services in line with our responsibilities under the Early Years Foundation Stage and/or Childcare Register regulations. Any failure to comply with these requirements would result in appropriate action against our registration. We understand that once aware of the situation, Ofsted staff have a duty to ensure this information reaches children's services. Full details of Ofsted's responsibilities and regulatory functions with regard to Childcare can be found in the CIE handbook at: [www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Care-and-local-services/Childcare/Compliance-investigation-and-enforcement-handbook/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Care-and-local-services/Childcare/Compliance-investigation-and-enforcement-handbook/(language)/eng-GB)

Immediate action staff takes upon receiving an allegation of possible significant harm to a child:

Stop other activity and focus on what they are being told, or have just seen and listen carefully to the child but make no observable judgements. Ensure the child is safe, comfortable and not left alone. Responding to suspicion of abuse takes immediate priority.

Staff NEVER promise confidentiality or agree to 'keep it a secret' but will explain clearly to the person raising the concern about what you expect will happen next. Staff can assure them that they will only tell those they have to tell to try to get the matter dealt with. Staff can and should express support and reassurance to the person giving them the information, particularly if it is a child that the matter will be dealt with quickly and appropriately.

Staff **MUST** avoid any action that could jeopardise subsequent investigations, including legal proceedings. In particular, avoiding asking leading questions like 'Did he do X to you?' or 'How did he hurt the child' but should use open questions like 'Can you tell me what happened?' and 'What happened next' or 'Who said that?'

Staff are encouraged to trust their professional instincts but should be able to distinguish between fact and opinion when recording suspected incidents. If they do suspect that abuse has occurred, then they should report it to the Nursery Manager/ School's Safeguarding Officer immediately. However, when taking a report, staff should ask only what they need to know to come to a judgement about whether abuse may have taken place and to gather

factual details. They do not need full details but do need sufficient information for an informed referral:

- details of the concern or allegation
- name, date of birth and address of the child
- details of all the parties involved
- dates, times and locations
- supporting information from other members of staff – where applicable

When with a child staff work at their pace and do not rush them and must avoid expressing opinions.

The manager then considers whether immediate action is required to secure the protection of any children who may be at risk and must consider not only the child who is the immediate subject of the concerns, but any other child who may be at risk, in light of what has been told and any suspicions.

If staff are onsite with any children, who may be at immediate risk, the manager must consider what action may be necessary to secure their safety (which may involve the immediate suspension and removal of a staff member if they are the person the allegation is directed towards). The manager may decide to deploy a member of staff to stay with the child they think is at immediate risk until they can be transferred to the care of another responsible adult, whilst a record of the disclosure is made.

The staff member must take notes of what has been said, what has been heard or seen and what they did – if it is not possible to take notes at the time, staff **MUST** do so immediately afterwards. Staff should retain the notes taken at the time, **without amendment, omission or addition**, whatever subsequent reports may be written and should write down what was said verbatim, making it clear (for example, by using quotation marks) where their notes record somebody's actual words. **Notes should be dated and signed.**

When no staff member is in direct contact with the person disclosing information and the manager or staff receive it via a letter, email or other form of indirect contact, then the following procedures should be followed;

- **Stop other activity and focus on what information is being told.** Responding to suspicion of abuse takes immediate priority.
- **Retain any written records including emails and letters.**
- **Identification of level of concern and next steps**

In all cases:

At this stage, the person who is the subject of an allegation or suspicion is NOT informed about what staff have been told or what staff suspect, as this may put a child at further risk and/or jeopardise any subsequent enquiry.

Staff and manager do not investigate the case themselves. While professionals should seek, in general, to discuss any concerns with the child and family and, where possible, seek their agreement to making referrals to local authority children's social care, this should only be done where such discussion and agreement-seeking will not place a child at increased risk of suffering significant harm.

The manager will decide whether the allegation or suspicion indicates that a child may be suffering, or is at risk of suffering, significant harm ('significant harm' is the trigger for children's social care services and/or subsequent police enquiries).

- the allegation or suspicion would constitute a child suffering, or being at risk of, significant harm
- the actual or likely harm is of a sexual, physical, emotional or neglect nature, or involves witnessing domestic violence, sufficient to affect the child's or young person's normal physical, sexual, emotional, educational or social development.

In all cases, the manager at the centre will –

Confirm the oral report, including the nature of the allegation/incident, the nature of the suspected harm or likely harm and the subsequent staff actions taken.

Written reports will be clear and unambiguous since any evidence, including written reports and any notes or other information, are open to disclosure in any subsequent proceedings.

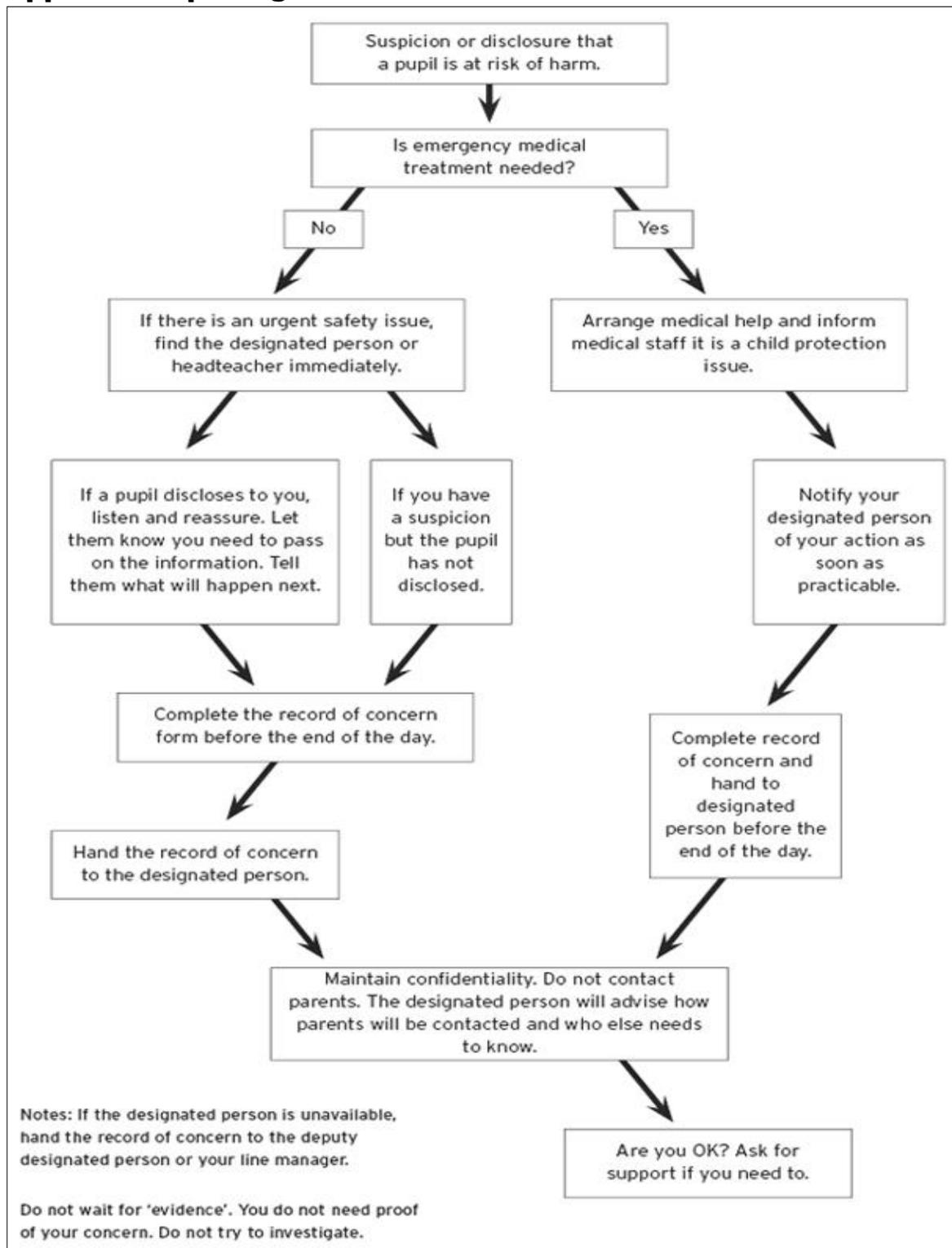
In order to decide whether a child is at risk of 'significant harm' the earlier definitions provided aim to give guidance for the individual staff members in aiding them in assessing whether the children in their care meet these concerns.

Where reasonable grounds to believe, a child has been, or is in grave danger of being abused are found, the following procedure is followed at the Nursery;

- the Manger will contact the Child Protection Team and Family Services as appropriate
- Ofsted will be informed as appropriate when concerning a staff member or professional visiting partner
- Following advice from the Child Protection Team, the Manager will inform parents, or make a referral without communicating to parents (as judged in the child's best interest as outlined already). However, **parents are never to be informed in the case of suspected sexual abuse by a family member.**

Staff attend and participate in all case conferences and meetings held under the LA guidelines. All information relating to individual child protection issues are confidential and staff act accordingly. The nursery will only share information to appropriate persons.

Appendix Reporting a concern flowchart



Appendix 3 : Early Concern Form

Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection:

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Child's Name :		D.O.B :
Nursery Manager:		
Why are you concerned about this child?		
What have you observed and when?		
What have you heard and when?		
What have you been told and when?		
Are the parents/carers aware of your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No		Have you spoken to anyone else about your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No Who?
Have you spoken to the child? <input type="checkbox"/> Yes <input type="checkbox"/> No What did they say? Use the child's own words 		
Is this the first time you have been concerned about this child? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Completed by : (Please print) Role : Signature : Date of Record : Date and time you handed this form to the senior designated person		

Appendix 4 : Child Protection Record of Concern: St Joseph's Catholic Nursery

Full Name :	D.O.B :
Address :	D.O.A :
	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Telephone :	Ethnicity :
Is the pupil looked-after by the local authority or are there any other legal family arrangements? (for example, a residence order)	
Has an "Early Record of Concern" been completed before? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If Yes when ?	
Preferred language of child : Is any type of language support required to converse with the child? <input type="checkbox"/> Yes <input type="checkbox"/> No Please specify	
Does the child have any disability or special educational need? <input type="checkbox"/> Yes <input type="checkbox"/> No Please specify	Religion :
Does the child know this form has been completed? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, why not? If yes, what did the child say?	
Details of those with parental responsibility Name(s)	Relationship to child :
Address	
Telephone	
Ethnicity and religion of those with parental responsibility if known :	

Preferred language of those with parental responsibility :
Is any type of language support required?
Do those with parental responsibility have any disability or special need?
How does this disability or special need affect the pupil?
Details of any siblings :
Does the child regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?
Has a Common Assessment Framework (CAF) been completed for this child? <input type="checkbox"/>
Yes <input type="checkbox"/> No
Please give date and reason for the CAF
Why are you concerned about this child? Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself
What have you observed and when? (This relates to anything you have personally witnessed)
What have you been told and when? (Write here anything you have been told by the child or any other person. Be clear about who has said what)
What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)
If an allegation has been made, give any details you have about the alleged abuser

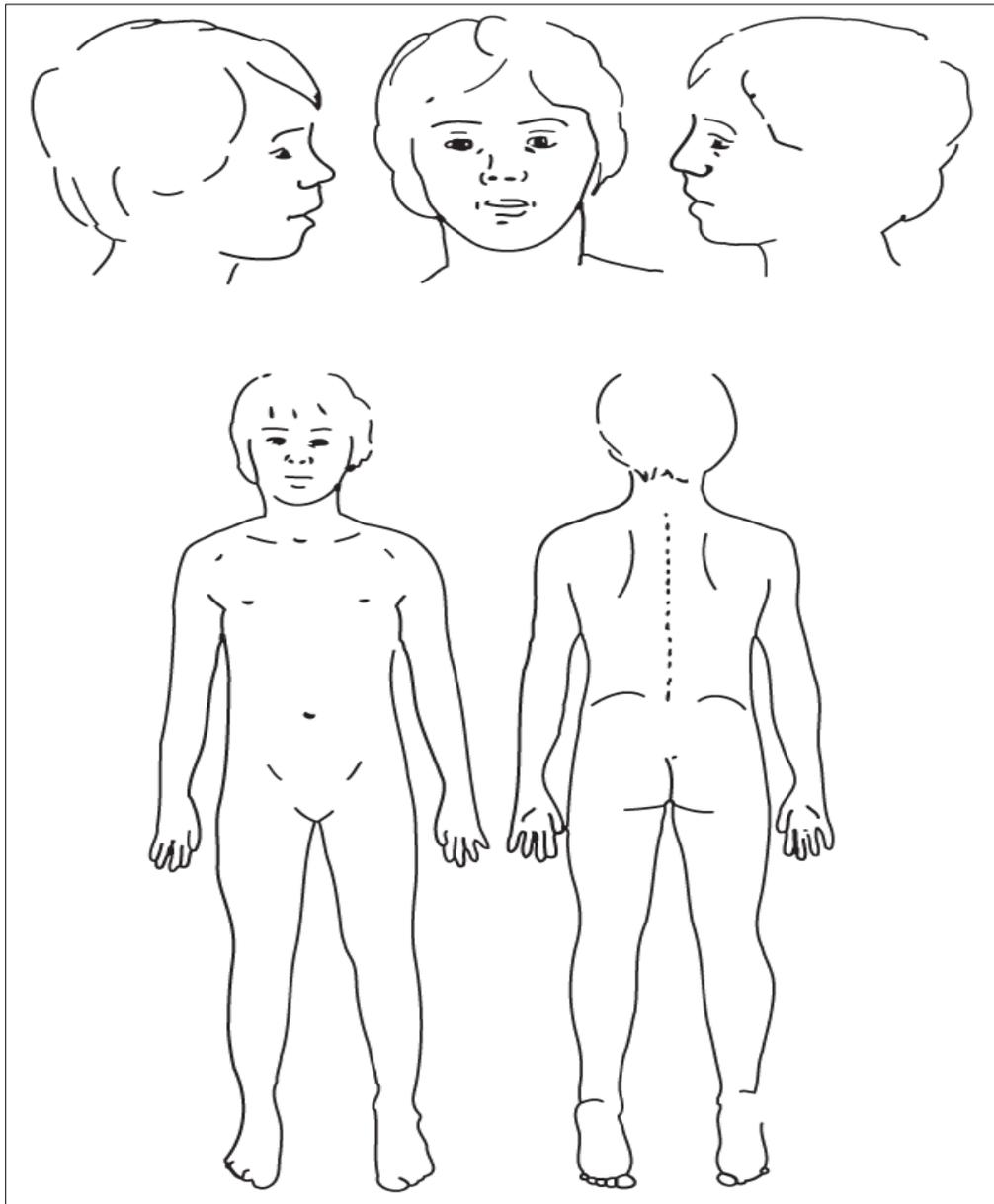
Date and time of this record
Your details Full name Position If you are not a member of the school staff please provide details of your school, agency or service together with a contact telephone number.
Do those with parental responsibility know this form has been completed? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, why not? If yes, what did they say? NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the designated person first
Does the child have any visible injury, or have they told you they have been injured? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, has medical advice been sought ?
Has any action already been taken in relation to this concern? (for example, child taken out of nursery, first aid)
Name and position of the person this record was handed to: Date and time the above person received this record If this record has been handed to anyone other than the designated person please explain why
If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here _____
If the child has a visible injury, please indicate the location on the body map and staple the

body map to this form.

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy or a member of the senior management team.

If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form. Ask the designated person to complete the information.

Body map



PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection

Refer to school safer recruitment policy for more information

SAFE PRACTICE:

The school has adopted guidance from IRSC (Investigation Referral and Support Co Ordinators) "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" .and has undertaken Safe Practice training to ensure that staff are safe and aware of behaviours which should be avoided.

Safe working practice ensures that children are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents ;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Key Person:

Members of the Nursery Team are identified as the key person for a group of children. They monitor progress and ensure that each child's needs are met. This member of staff also provides a link between the nursery and home. They play a critical role in ensuring that children make a positive transition into nursery and help them on the road to becoming happy and confident learners. They also are well placed to identify any significant changes in a child's behaviour or well-being that may be cause for concern

Partnership with Parents

The nursery shares a purpose with parents to keep children safe from harm and to have their welfare promoted.

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 protect a child.

Nursery will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child's key person / Nursery Manager

Partnerships with others

The nursery recognises that it is essential to establish positive and effective working relationships with other agencies including the Education Welfare Service, health visitors/ Portage Team / Local safer Neighbourhood Team / Children's Centres , Childline and the NSPCC.

Staff Training and Staff Induction

The Nursery Manager with designated responsibility for child protection and deputy undertake basic child protection training and training in inter-agency working, (that is provided by, Harrow LSCB and refresher training at 2 yearly intervals. All other school staff undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

Related Policies:

“Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as children’s health and safety and a range of other issues, for example, arrangements for meeting the medical needs of children, arrangements for providing intimate care when necessary providing first aid, site security, etc. There may also be other safeguarding issues that are specific to the local area or population’

Date Reviewed:

Next review: