

Aim and Intent of the Policy

Oxclose Community Nursery School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in **Oxclose Community Nursery School** creates a safe space where children are supported, listened to and valued in what they choose to share and that **ALL** staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within **Oxclose Community Nursery School** to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

In the event of a national local pandemic which may affect how we operate our school, business and communicate with the families and their children we have included an Appendices which outlines the policies and procedures we will follow to ensure all of our pupils remain safe.

Introduction

Oxclose Community Nursery School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to School's Child Protection Policy:

1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.)
2. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead **HEADTEACHER JULIE HERON** or Deputy Designated Safeguarding Leads **NICOLA KNIGHT OR LORRAINE BROWN** or the Integrated Contact and Referral Team on **561 7007** directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
4. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

Framework and Legislation

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of

good practice are the responsibilities of Sunderland Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the City.

Oxclose Community Nursery School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children Partnership's Multi Agency Safeguarding Arrangements (MASA) www.safeguardingchildrensunderland.com and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.

(Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2019 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.

Working Together 2018 defines the categories of harm as:

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.

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

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

Emotional Abuse

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

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

This policy applies to Oxclose Community Nursery School's whole workforce

(KCSIE 2019)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2019 pages 89-91. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

Roles and Responsibilities For All Staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour

Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at **Oxclose Community Nursery School** have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that **ALL staff**:

- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to **Oxclose Community Nursery School's** Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1st July 2015 for schools, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for young children exposed to inappropriate use of internet and online activities through older sibling, family / carer association. Support parents and carers through raising awareness with online safety in the protection of all children.
- Ensure staff are vigilant with visitors and parents use of mobile phones whilst on the premises.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices. Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral

Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.

Oxclose Community Nursery School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

Oxclose Community Nursery School has appointed from our SLT – **Julie Heron** to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (**KCSIE 2019**).

Role of the Designated Safeguarding Lead

At **Oxclose Community Nursery School** we have appointed the following Deputy Designated Leads **Nicola Knight** and Lorraine Brown who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role, (see below)

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191 561 7007).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage referrals

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Support staff who make referrals to the Integrated Contact and Referral Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners (**Sunderland Safeguarding Children Partnership**).
- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer through Together for Children, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).

- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff on matters of safety and safeguarding.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, so they:

- Understand and keep up with any developments to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners (**Sunderland Safeguarding Children Partnership**), other agencies, organisations and practitioners.
- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should ensure the school or college's policies are known understood and used appropriately:

- Ensure the school or colleges Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with **the Sunderland Safeguarding Children Partnership** to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.
- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residential and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure an effective whole school policy against bullying/online bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA/Together for Children of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA/Together for Children of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more

Responsibilities of School's Governing Board

At **Oxclose Community Nursery School** the senior lead Governor/board member for safeguarding Margaret Kirkland – link SEND Governor

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes to **Local Safeguarding Children Partnership arrangements** and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

The Chair of Governors –role – Michael Wilson

- Ensure that they liaise with Together for Children operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a College or proprietor or member of governing body of an independent school.
- Ensure that in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their schools acceptable use policy / online safety policy.
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Together for Children virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

Information for Parents

At **Oxclose Community Nursery School**, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow **Sunderland Safeguarding Children Partnership Multi**

Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or police of their concern.

Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

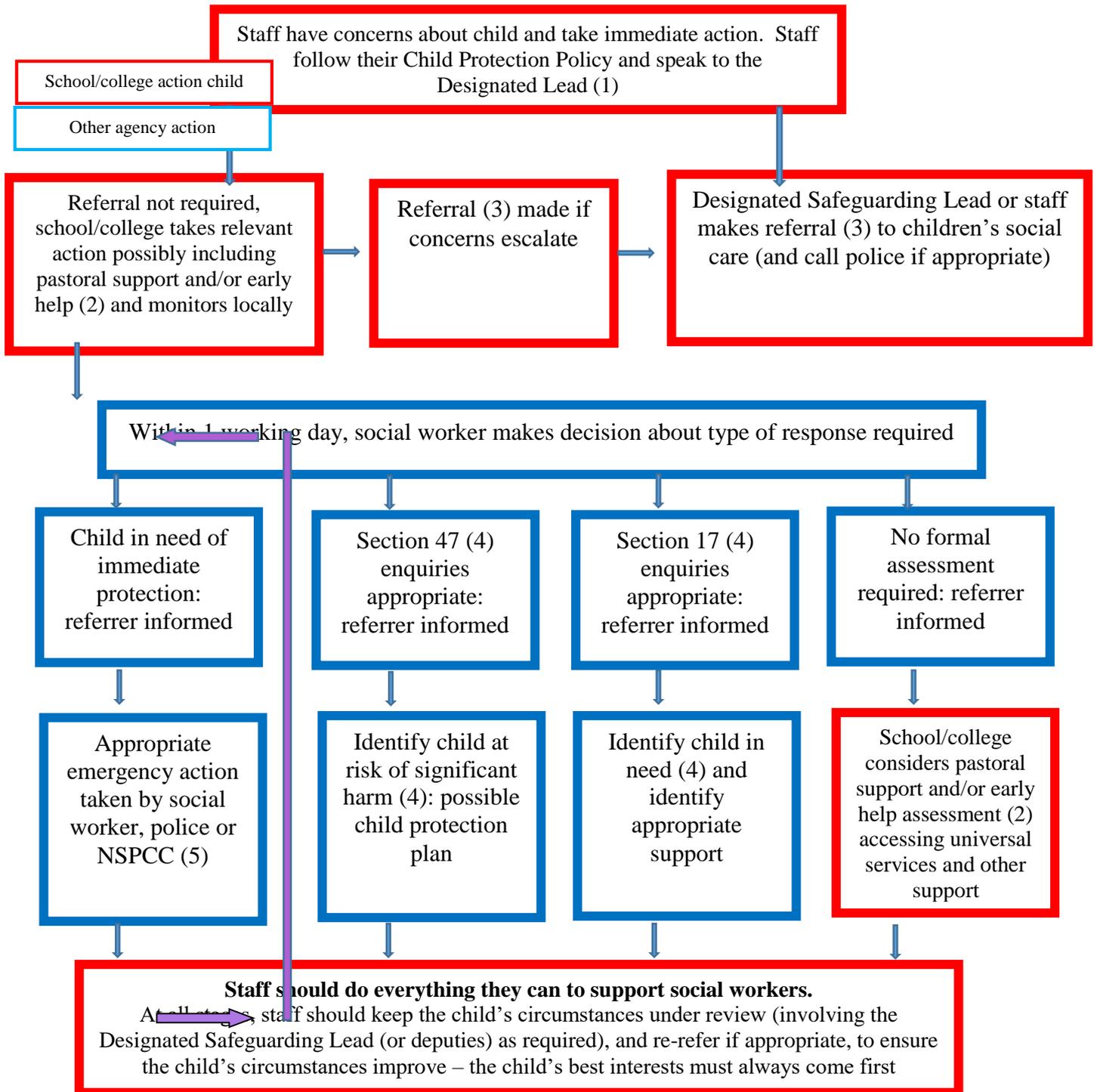
- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

From KCSIE 2019 page 16
Actions where there are concerns about a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2019
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle Blowing/Confidential Reporting

Oxclose Community Nursery school's Whistle Blowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints/Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns/allegations about the Headteacher or Principal, this should be referred to the Chair of Governors, Chair of the Management Committee or Proprietor of an Independent School as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer(s) at the local authority. **(KCSIE 2019)**

Consultation without delay with the Designated Officer – Danielle Rose, Tel: 0191 561 3901 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.safeguardingchildrensunderland.com

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct) / Safer Working Practice Document and the names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body decides the frequency and content of this CPD. At **Oxclose Community Nursery School** our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held one per term or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. **Oxclose Community Nursery School** recognises that the only purpose of confidentiality in this respect is to benefit the child. **(Child Protection Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA).**

www.safeguardingchildrensunderland.com

Record Keeping

Well-kept records are essential to good safeguarding practice. **Oxclose Community Nursery School** is clear about the need to record any concerns, discussions held, decisions made and reasons for those

decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Safeguarding recording within **Oxclose Community Nursery School** is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At **Oxclose Community Nursery School** we started electronic recording from September 2016 All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of **Oxclose Community Nursery School** being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputies), will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review). In the event that those staff members cannot attend, the following trained members of staff may attend, **Julie Emmerson – as a senior leader of the school.**

Supporting Children

Oxclose Community Nursery School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. **Oxclose Community Nursery School** may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with **Julie Heron** the (Operation Encompass Lead) with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils homes.

Oxclose Community Nursery School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

Therefore **Oxclose Nursery Community Nursery School** will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, motivation to learning, understand and can take age appropriate risks that allow them to manage their own safety.
- A coherent management of Behaviour Policy & Procedures.
- Liaison with other professionals and agencies who support children and parents.

- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Oxclose Community Nursery School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed.

Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Oxclose Community Nursery School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include: **ADD LINKS TO ANY ADDITIONAL RELEVANT SCHOOL POLICIES YOU MAY WORK WITHIN**

- **A Robust School Recruitment and Selection Policy**
- **Staff Behaviour Policy (code of conduct)**
- **Volunteer Policy**
- **Behaviour & Positive Discipline Policy**
- **Anti-Bullying Policy**
- **Online Safety Policy Inclusion & Special Education Needs Policy**
- **The Schools Educational Visits/Off Site Policy.**
- **Photographic & Digital Imagery Policy.**
- **Administration of Medicines Policy**
- **Managing Pupils with Medical Needs Policy**
- **Attendance Management Policy -**
- **Missing Children Policy**
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy**
- **Information Sharing Policy (internal and external exchange of information)**
- **Looked After Children Policy Intimate Care and Care Plan Policy**
- **Single Equality Scheme.**

It has been informed by the following legislation and national & local guidance

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

CP Referral Form

<https://togetherforchildren.org.uk/professionals/integrated-contact-referral-team>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Early help Referral Form

www.togetherforchildren.org.uk/professionals/early-help

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Sunderland Safeguarding Children Partnership

www.safeguardingchildrensunderland.com

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resources
	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	Private fostering: local authorities	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy

Annex to Child Protection Policy (Covid-19)

April 2020

Updated 10/06/2020

Following the outbreak of Covid-19 and the Government's response to manage the pandemic, Oxclose Community Nursery School is operating differently to how we normally deliver education and how we continue to support to our pupils and their families. Many pupils are at home. Despite this, **the safety and wellbeing of all our pupils remains paramount.**

Oxclose Community Nursery School continues to follow [Keeping Children Safe in Education \(2019\)](#)

Current advice from Together for Children (TfC)

- TfC is in regular communication with schools and will continue to provide support and advice as necessary. This policy will be updated by the Headteacher and Designated Safeguarding Lead to reflect the advice given by TfC and the 3 safeguarding partners.

Key Information from TfC [correct as of 06/04/2020]

- It is 'business as usual' for our Children's Social Care Teams and Early Help Service. Social Workers and Early Help Workers are continuing to visit children and families within timescales.
- Social Workers and Early Help Workers have risk assessed each child and family to ensure they receive the appropriate level of support in these challenging times.
- **All concerns (even if the child is already open to a Social Worker) should be shared via ICRT and followed up with a written referral.** Contacts and referrals received in this way will be triaged by ICRT and sent to the appropriate Social Worker and team.
- Do not assume Social Workers are at work and/or have access to their emails. If you need to contact a Social Worker you should call them directly or the respective duty number.
- The process for contacting the Designated Officer (Danielle Rose) have not changed.
- Thresholds and how to refer to Early Help and Children's Social Care **have not changed.** DSLs should continue to use [Sunderland Threshold Guidance](#).

The current school position

- Oxclose Community Nursery School remains open for the children of critical keyworkers. As of the 1st June 2020 Oxclose Community Nursery School began the phased return of more children into nursery.
- We have a reduced working day operating from 8.30am-3.00pm. (no wraparound care available at this time.)
- Staff are currently working on a rota basis in three teams to prevent cross contamination, having contact with children 2 out of 5 days. Children have been placed in '**safety bubbles**' ensuring staff work with the same children each week. Staff do not mix 'bubbles' unless a staff shortage calls for such a change in the rota. Wednesdays are allocated for a deep clean and therefore nursery is open for children of key workers only. Full time staff are allocated two 'admin days', part time staff one admin day, this is to be used as their time away from the children and the setting. If they wish to work from home on these days they are able to do so.
- Children's own Key Worker will make continue to contact families via telephone calls, Facebook, emails and text messaging; all contact is logged on CPOMs.
- We follow the recommended Government social distancing measures. Parents/carers are asked to leave children at the main door Group A and not to enter the building. Group B and C to access nursery via the garden gate. Staff will meet children at 9am. Late children will not be admitted due to staff having to be released from their 'bubble' with no spare staff. Children enter the building walking through a disinfectant tray to minimise cross contamination from home and are asked to wash their hands immediately on entering the building.

- Groups A, B and C (safety bubbles) have their own area of the nursery to access with outdoor provision, they have their own resource boxes to prevent cross contamination. Children are reminded of social distancing rules and staff enforce where possible and appropriate. Each group have their own area for snack time and lunch time. Staff accompany children to the toilet and clean surfaces after each use. Staff and children to practice good hygiene with regard to hand washing throughout the day.

- We are following Safer Working Practices and the Staff behaviour policy and Working code of conduct.

Designated Safeguarding Lead (DSL) arrangements

The Designated Safeguarding Lead is: **Julie Heron** (Julie.heron@schools.sunderland.gov.uk)

The Deputy DSLs are: **Nicola Knight and Lorraine Brown** (Nicola.knight@schools.sunderland.gov.uk, lorraine.brown@schools.sunderland.gov.uk)

- Following DfE guidance, there a DSL is always available when the school is open.
- In the unlikely event a DSL is not on-site, a member of the Senior Leadership Team (SLT) will take responsibility for safeguarding (Julie Emmerson, (Julie.emmerson@schools.sunderland.gov.uk). A trained DSL will also be available on-call.
- If a DSL is on-call the Headteacher or Deputy DSLs will email all staff by 9am each morning to advise of the arrangements to contact the DSL.
- In the event of no DSLs being available Oxclose Community Nursery School will work in cooperation with Partners In Pedagogy, the maintained nursery school partnership group.

Reporting concerns

- Staff will continue to follow the school's Child Protection Policy.
- Staff will continue to report any safeguarding concerns to a DSL as per the Child Protection Policy 2019.
- If a DSL is not available, any staff or volunteer who has a concern about a child's welfare should made a referral to TFC – Integrated Contact and Referral Team (ICRT) on 0191 520 5560.

Identifying and supporting vulnerable pupils

Following advice from TFC we have risk assessed all pupils using a Red, Amber, Blue, Green system.

Category & priority	Suggested groups of children	Describe who is responsible for making contact for pupils within this group, how often they are required to make contact etc.
Red – pupils most at risk with few protective factors	<ul style="list-style-type: none"> • Pupils on child protection plans • Pupils on child in need plans • Pupils open to early help 	<ul style="list-style-type: none"> • DSLs to contact family on a weekly basis or a report from Social Worker that they are confident the child is safe.
Amber – pupils at moderate risk with some protective factors	<ul style="list-style-type: none"> • Children in care • Children with EHCP or an identified SEN need • Young carers 	<ul style="list-style-type: none"> • Inclusion Manager/Keyworker to contact the family weekly.
Blue – pupils who you have some concerns about	<ul style="list-style-type: none"> • Pupils with a recent Operation Encompass/Endeavour notification • Pupils who have recently closed to children's social care/EH 	<ul style="list-style-type: none"> • DSLs to follow up on any Encompass Notifications. • DSLs to contact families fortnightly.
Green	<ul style="list-style-type: none"> • All other pupils 	<ul style="list-style-type: none"> • Keyworkers to follow up contact fortnightly.

- A DSL has risk assessed each pupil who is Red, Amber or Blue and has made a record of the risk assessment on CPOMS.
- A DSL will review each risk assessment as and when necessary and record any changes to the risk assessment.
- If a child has a Social Worker or an Early Help Worker, a DSL will contact each professional to share the school's risk assessment and contribute to the ongoing plan to safeguard each child.
- If a child has a Social Worker or an Early Help Worker, a DSL has made all reasonable attempts to encourage the child to attend school, providing there's no significant risk to the child's health.
- Every contact with a child or family will be recorded on CPOMS.

Children Looked After (CLA)

- Our Designated Teacher for CLA is **Julie Heron. Julie.heron@schools.sunderland.gov.uk**
- Our DT CLA has contacted each child's Social Worker, carer, those with PR (where appropriate) and the Virtual School to discuss the plan for the child's education.
- Children looked after will not be moved schools including to "hub schools" without first consulting the Virtual Headteacher.
- The Virtual School link worker will, in addition to school monitoring, make safe and well calls twice per week.

Increased risk

- We recognise that there is increased pressure on families at this time. There will be additional worries about health, finance and employment.
- We are aware some families will need extra support with things like food parcels and benefits advice.
- We recognise that the current situation will affect pupils and their parent's/carer's mental health and emotional well-being.
- Any concerns will be reported to the DSL.
- Staff will continue to be vigilant and receptive to children and their families.

Attendance

- We are following advice issued by DfE in relation to [attendance recording for education settings](#).
- When a pupil is expected to arrive and does not, we will try to make contact with the parent/carer by 9.30 am.

Responding to the needs of parent work patterns a weekly register is prepared to enable staff to know which children to expect and prepare for their needs. Group a children only.

Group B access two full days, Monday and Tuesday.

Group C access two full days, Thursday and Friday.

Peer-on-Peer Abuse

- All staff follow the children's positive behaviour policy.

Concerns about a member of the workforce

- **It could happen here.** Staff should continue to report any concern, no matter how small to a DSL. The best interests of the children remain our top priority.
- Staff follow the current whistle blowing policy and safer working practices policy.
- Allegations about the workforce should be reported to the Designated Officer (Danielle Rose) by following the procedure available here:

<https://www.togetherforchildren.org.uk/professionals/LADO>

Further Guidance

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

[Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#)

[Coronavirus \(COVID-19\): school closures](#)

[Coronavirus \(COVID-19\): maintaining educational provision](#)

[Keeping Children Safe in Education \(2019\)](#)