

## *Boldon Nursery School*

### **Safeguarding and Child Protection**

<b>Date</b>	<b>Review Date</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Nominated Governor</b>
<b>April 17</b>	✓ April 18AC ✓ Sept 18AC ✓ April 19AC ✓ March 20SS	<b>S Stokoe</b>	<b>K Carr</b>	<b>P Camsey</b>

Boldon Nursery School believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- FGM Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2018
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

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- Keeping Children Safe in Education Sept 2020
- Child Sexual Exploitation February 2017

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)' as the safety and protection of children is of paramount importance to everyone in this school.

### **Types of Abuse and Neglect.**

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by 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.

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

**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.

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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.

### **Specific Safeguarding Issues.**

All staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the schools policy and procedures with regards to peer on peer abuse.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both children and school staff, training for school staff and with working with parents.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

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We recognise that the safety and protection of children is the responsibility of all school staff and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We are aware that sexual exploitation 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. The definition of child sexual exploitation is as follows:

*Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. **Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.***

We are aware that female genital mutilation (FGM) is a form of child abuse and violence against women and affects girls particularly from north African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

We will inform the Local Authority Designated Officer of any allegations of abuse by any member of the school staff whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise

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vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in childrens' and /or parents behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote childrens' welfare. Within this environment we work hard to build childrens' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school staff by the Designated Safeguarding Lead who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school staff which provides support to those who have been identified as being vulnerable to being drawn into terrorism.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that privately fostered children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

Upskirting is now a form of peer-on-peer abuse and It's a criminal offence. All staff will be made aware that this is reportable whether child on child or adult on adult.

**Definition:** upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

We will ensure that the curriculum deals with safeguarding through activities and opportunities that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We recognize that due to the age of our students they are unlikely to be drawn into violent crime but siblings and parents/carers may be affected therefore all staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

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- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We will ensure that all adults in the school community attends regular awareness training on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake two-yearly training in their role.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We aim to ensure that in all school inspections safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards in early years provision.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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### **Aims**

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school staff are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously.
- To protect children from the risk of radicalisation and extremism.
- To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.



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- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body:

- has in place a child protection policy and other related procedures;
- has appointed senior members of staff to act as the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead;
- has nominated a governor to liaise with the child protection officer;
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers;
- nominated the Chair of Governors in liaison with the local authority to deal with any allegations of abuse made against the Headteacher;
- has undertaken appropriate training about the ways of safeguarding children;
- will ensure that the Designated Safeguarding Lead attends appropriate refresher training every two years;
- will ensure that the Headteacher, school staff and volunteers undertake regular safeguarding training;
- will annually review all safeguarding policies and procedures;
- will undertake periodic checks to ensure all safeguarding procedures are working effectively;
- will receive termly reports from the Headteacher on safeguarding children in the school;
- will receive immediate reports of any weaknesses to this policy;
- will receive an annual report from the Headteacher on safeguarding children in the school;
- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- has the responsibility for ensuring that the school complies with all equalities legislation;
- has responsibility for ensuring funding is in place to support this policy;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- has responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the Designated Safeguarding Lead;
  - ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and LSCB procedures;
  - ensure that everyone connected with the school is aware of this policy;

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- or the Chair of Governors take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher;
  - ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy;
  - undertake safeguarding training every two years.
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- has responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone in the school community is aware of this policy;
- publish this policy:
  - on the school's website
  - in the school handbook
  - in the staff handbook
- ensure all school staff and volunteers understand the safeguarding risks to children and how to report any concerns they may have;
- work closely with the Designated Safeguarding Lead and nominated governor for child protection;
- nominate a deputy Designated Safeguarding Lead;
- ensure both Designated Safeguarding Leads undertake two-yearly training in their role;
- ensure both Designated Safeguarding Leads undertake Prevent awareness training (Workshop to Raise Awareness of Prevent);
- organise, in conjunction with both Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the school community;
- keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session;
- provide evidence for Inspectors that training has been effective and has been implemented;
- provide adequate resources for the Designated Safeguarding Lead to undertake his/her role;
- ensure a safer recruitment process is in place;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure the Single Central Record is in place, up to date and fulfils all statutory requirements;
- ensure all visitors are:
  - suitably checked and monitored;
  - provided with a leaflet that:



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- summarises the school's safeguarding policy;
- informs them of what to do if they have any concerns;
- informs them how they should conduct themselves whilst in school;
- informs them that they should not take photographs in school or post them on social media under any circumstance.

issued with visitor badges on a clearly named visitor lanyard:

- which identifies the person's name;
- who they have come to see;
- whether they are to be supervised all the time or not;
- the date of the visit

- ensure that all school staff and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- ensure school staff and children do not take photographic images without consent or management permission;
- ensure that regular checks of the school premises take place especially of changing areas by the Site Manager for hidden cameras;
- ensure that all areas of the school are kept clutter free in order to prevent the placing or installation of covert cameras;
- ensure the following procedure is undertaken if a covert camera is found:
  - will contact the police outlining all known details
  - will not touch the device
  - will not look at any images on the camera
  - will close off the area where the device was found as this is now a crime scene
  - will not move or remove any articles etc in the crime scene
  - will inform the local authority Designated Officer
  - will write an incident report
- ensure risk assessments are in place regarding physical intervention, personal care, intimate care, changing children's clothing, school staff working 1:1 with a child;
- establish an environment where children feel safe to talk and a culture where school staff listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage children to assess risks to themselves;
- ensure school staff are constantly encouraging children to assess risks to themselves;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- ensure all concerns about FGM are reported;
- report any private fostering arrangements to the local authority;
- inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place;
- regularly report to the governing body and keep them updated;

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- undertake training in safeguarding and child protection;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- ensure all school staff are familiar with:
  - this policy
  - School Personnel Code of Conduct policy
  - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
  - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)
  - Information Sharing 2015 (HM Government)
  - What to do if you're worried a child is being abused 2015 (HM Government)
  - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
  - The Prevent Duty: Department advice for schools and childcare providers (DfE)
  - Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- provide support to school staff when dealing with a traumatic child protection situation;
- monitor the effectiveness of this policy;
- report annually to the governing body on the effectiveness of the policy.
- Ensure there are opportunities to teach Safeguarding - from September 2020 the following subjects will be mandatory):
  - Relationships education (for all primary schools)
  - Relationships and sex education (for all secondary schools)
  - Health education (for all pupils in state-funded schools)
- Ensure staff are aware of and use new DfE guidance on [teaching online safety in schools](#)

### **Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to:
  - understand the assessment process
  - understand the procedures of a child protection case conference and child protection review conference
  - understand the specific needs of children in need

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- understand the specific needs of children with special educational needs and those of young carers
- have in place a secure and accurate record system of all concerns and referrals

- undertake Prevent awareness training (Workshop to Raise Awareness of Prevent);
- train school personnel in Prevent awareness;
- make school staff aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having;
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements;
- raise awareness of the need to protect children who might be vulnerable to radicalisation and involvement in terrorism;
- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school staff with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;

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- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school staff when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Headteacher.

### **Role of the Local Authority**

The Local Authority will:

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a Local Safeguarding Children Board;
- appoint the chairperson to the Local Safeguarding Children Board;
- appoint other members to the Local Safeguarding Children Board;
- have in place a local authority designated officer;
- ensure the Local Safeguarding Children Board is run effectively;
- ensure schools undertake their responsibilities for the safeguarding of children;
- have excellent links with local organisations;
- provide advice, information and guidance to families in the Local Authority.

### **Role of the Local Authority Designated Officer**

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority;
- provide advice, information and guidance to personnel in the Local Authority;
- provide advice, information and guidance to families in the Local Authority;
- be responsible for updating the Local Authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation;
- will be the Local Authority representative on the Local Safeguarding Children Board.

### **Role of School Staff and Volunteers**

School staff and volunteers must:

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- attend regular awareness training on a wide range of safeguarding topics;

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- be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of harm and abuse;
- be aware of child sexual exploitation, radicalisation and extremism;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out;
- report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM;
- be aware they face disciplinary procedures if they fail to comply with the mandatory duty;
- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered;
- report any concerns that they have about pupils who may be vulnerable to radicalisation;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## **EYE ON THE CHILD VISITS**

1. Non Attendance at Nursery . Although not compulsory, once a child is registered at Boldon Nursery School the following procedure for non attendance applies.

- The decision to not attend Boldon Nursery School lies entirely with the parents/carers.
- Staff will ensure that parents are informed during induction visits of this procedure.
- Parent/carer will be asked to contact the nursery to inform us of the reason for any absences.

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- **Day 1.**

Where a child is absent and the parent has not phoned in left message then we will ring the parent

No response. Keep trying,

- **Day 2.**

Still no response. Keep trying

Inform headteacher. Decision will be made ready for day 3

- Where a child has been absent on 3 expected occasions, (or sooner if the concern is acute e.g. Child Protection plan, Child in Need plan or Early Help), staff will conduct a home visit to check on the child's welfare.
- Two members of staff will attend the home visit.
- During the visit staff will ensure that they have seen the child.
- Staff attending the home visit will record any information on the child's file/CPOMS
- In some cases lack of engagement from the family may add to existing concerns and a referral to Contact and Referral should be considered.
- Staff will discuss their concerns with the Head Teacher.
- If concerns are considered as urgent staff will telephone the Duty Officer at Contact and Referral, recording any advice given on the child's file and will act on the advice.

### **Role of Children (Age Appropriate)**

Children must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;



## ***Boldon Nursery School***

- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
- know how to keep themselves safe when using the internet?

### **Role of and Partnerships with Parents**

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our children;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

Annually we will ask parents if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon.

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk.

### **Role and Partnership with Agencies**

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

- The new safeguarding partners and child death review partner arrangements will come into force by **29 September 2019 and new local arrangements will be followed.**

Our 3 safeguarding partners are:

- Local authority (LA)
- Clinical commissioning group within the LA
- Chief office of police within the LA

### **Reporting Concerns**

## **Boldon Nursery School**

If a child makes a disclosure then the member of the school staff must:

- listen to the child;
- remain calm;
- offer reassurance;
- not ask the child to remove or adjust clothing if bruises are observed;
- not ask leading questions;
- let the child speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticize or lay blame;
- reassure the child at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer;

If a member of the school staff suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form;
- submit a completed critical incident sheet to the designated person;

The Designated Safeguarding Lead will then:

- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
  - attendance and punctuality data
  - academic achievement
  - child's behaviour and attitude
  - relationships and social skills
  - appearance and presentation
  - any known incidents in or outside school
  - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

## **Recording Information**

## **Boldon Nursery School**

School staff and volunteer helpers are asked to record any concern or incident in the following way:

<ul style="list-style-type: none"><li>▪ Date</li><li>▪ Time</li><li>▪ Place</li><li>▪ Nature of the concern</li></ul>	<ul style="list-style-type: none"><li>▪ All facts</li><li>▪ Observed injuries and bruises</li><li>▪ Note the actual words of the child</li><li>▪ Sign the notes and hand to the DT</li></ul>
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### **Support**

- We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence
- School staff and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

### **Confidentiality and Security of Information**

- It is imperative that confidentiality is observed at all times as the protection of the child is paramount.
- School staff have a professional responsibility to share information with other professionals who are investigating a case.
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.
- The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.
- All child protection records are regarded as confidential and will be kept in a secure place.

### **Case Conferences and Core Group Meetings**

The Designated Safeguarding Lead will attend:

- all Child Protection Case Conferences with the appropriate member of staff;
- all Core Group meetings once a child has been placed on the Child Protection Register.

### **Children Transferring to another School**

The following procedures will take place if a child, on the child protection register, transfers to another school:

- the case social worker will be contacted by the Designated Safeguarding Lead;
- child protection records will be passed on to the Designated Safeguarding Lead at the receiving school only if that school is in the same Local Authority;
- if the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

## **Single Central Record**

A Single Central Record will be kept to cover all everyone who has regular contact with children such as all:

- school staff
- volunteers

## **Disclosure and Barring Service Checks**

### **SEE POLICY**

#### **The childcare disqualification requirements:**

Statutory guidance from the Department for Education explains that under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, some individuals are disqualified from providing childcare or being “directly concerned” in the management of childcare provision if they have committed certain criminal offences.

The disqualification criteria include being on the Disclosure and Barring Service children’s barred list, and being found to have committed certain violent and sexual offences against children and adults. As an Early Years setting we are prohibited from employing a disqualified person in early years provision (for children aged up to and including reception age) both during and outside of school hours, and later years provision (for children under 8) provided outside of school hours only. This also applies to volunteers and ‘casual workers’, whether supervised or not. However, the regulations don’t apply to staff who are educating or supervising children above reception age during school hours, or children over 8 outside of school hours.

#### **Disqualification by association:**

Previously, staff could also be disqualified because they lived in a household where another person who is disqualified lives or works. This no longer applies to schools from 31 August 2018. Boldon Nursery School will make sure we are not knowingly employing a person in a setting from which they are disqualified, and that staff in relevant settings are aware of the legislation. We will record in personnel files when disqualification checks were made for staff, and ensure that information gathered is kept to a minimum, relevant, accurate and stored for the least amount of time necessary.

If we find out that a member of staff is disqualified, we will inform Ofsted and we must not continue to employ the individual in the setting from which they’re disqualified. Disqualified staff may be able to apply to Ofsted for a waiver.

## **Training**

Training organised by the Local Safeguarding Children Board will take place for school staff, volunteer helpers and governors:

- on induction to the school
- during NQT induction
- throughout the academic year

## **Boldon Nursery School**

All school staff must undertake appropriate training every three years in:

- child protection issues
- restraint training
- recognising signs of abuse
- handling disclosures

All school staff:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - School Personnel Code of Conduct
  - Keeping Children Safe
  - Working Together to Safeguard Children
  - Female Genital Mutilation
  - Prevent Awareness
  - Safeguarding pupils who are vulnerable to extremism
  - Child Sexual Exploitation
  - Radicalisation and Extremism
  - Listening to Pupils
  - The Safe Use of the Internet and Social Media
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Dealing with Allegations against School Personnel, School Volunteers, the Headteacher or another Pupil**

See policy

### **Safer Recruitment**

See policy

Maintained schools should carry out section 128 checks on their governors

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- communications with home such as newsletters

### ***Boldon Nursery School***

- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

#### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

<b>Important Telephone Numbers</b>	<b>Local Authority Designated Officer</b>	Janet Newton 0191 4246316
	<b>Social Services Referrals</b>	0191 4245010
	<b>Out of Hours Social Services</b>	0191 456 2093
	<b>Police</b>	Call 101 and ask for Protecting Vulnerable People in emergency call 999

<b>Headteacher:</b>	S Stokoe	<b>Date:</b>	23.03.21
<b>Chair of Governing Body:</b>		<b>Date:</b>	