

Child protection and safeguarding policy

Date of publication: September 2020

Review date: September 2021

Table of Contents

Policy statement and principles.....	3
Child protection statement	3
Policy principles	3
Policy aims	4
Safeguarding legislation and guidance	5
COVID 19.....	5
Roles and responsibilities	6
The Designated Safeguarding Lead	6-7
The Deputy Designated Safeguarding Lead	7-8
The Manager/ DSL.....	8
Good practice guidelines and staff code of conduct	9
Abuse of position of trust	9
Children who may be particularly vulnerable.....	9-10
Children with special educational needs and disabilities or have mental health needs.....	10
Early Help and use of the Pathway to Change process	10-11
Attendance	12
Children Missing from Education	12
Support for pupils, families and staff involved in a child protection issue	13
Complaints procedure	13
Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing).....	13-14
Managing allegations against staff	14-15
Staff training.....	15
Safer recruitment.....	16-17
Site security.....	17
Behaviour management	17
Record keeping	17-18
Confidentiality and information sharing	18-19
Photography and images	20
Online safety	20-21
Child protection procedures	21
Recognising abuse	21

Physical abuse	21
Emotional abuse	21
Sexual abuse	21-22
Neglect	22
Indicators of abuse	22-23
Impact of abuse.....	23
Taking action	23
If a member of staff or volunteer is concerned about a pupil's welfare	23
If a pupil discloses to a member of staff or volunteer	23-24
Notifying parents	24
Making a referral to Children's Social Care.....	24
Statutory assessments.....	25
Submitting child protection referrals.....	25
Staff reporting directly to child protection agencies.....	25-26
What will Children's Social Care do?	26
Bullying, peer on peer abuse and harmful sexual behaviour.....	26
Peer on peer sexual violence and harassment.....	27
Child sexual exploitation (CSE).....	30
So-called Honour based violence	30-31
Female Genital Mutilation.....	31
Forced Marriage	31
Protecting children from radicalisation and extremism	31-33
Children who are looked after or were previously looked after or who have a social worker	33
Children with a social worker.....	33
Care Leavers.....	33
Private fostering arrangements	33
Domestic abuse.....	33-34
Homelessness.....	34
Special Circumstances.....	35
Children and the court system.....	35
Children with family members in prison.....	35

Designated Safeguarding Leads: Lesley Tavener and Helen Pyne

Date: September 2020

Deputy Designated Safeguarding Leads: Pamela McGuinness and Katherine Williams

Date: September 2020

1. Policy statement and principles

Greenfields Nursery safeguarding arrangements are inspected by Ofsted under the judgements for leadership & management and also impact the judgement on the personal development, behaviour and welfare of children and learners.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and volunteers and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS).

Policy principles:

- Safeguarding is everyone's responsibility.
- Greenfields Nursery's responsibility to safeguard and promote the welfare of children is of paramount importance.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- Greenfields Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults at Greenfields Nursery are required to take all welfare concerns seriously and to encourage children to talk to them about anything that worries them. Staff will always act in the best interests of children.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in Nursery.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care and/or the Police immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead (DSL) for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the Manager, another DSL or contact the MASH Education Lead for additional advice as necessary (contact details in section 28).
- Pupils and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To contribute to the school's safeguarding portfolio.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical 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.

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

Staff refers to all those working for or on behalf of the school, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2. Safeguarding legislation and guidance

Academies, free schools, independent schools, alternative providers of education - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children at school.

- The statutory guidance **Working Together to Safeguard Children (DfE 2018)** covers the legislative requirements and expectations of individual services to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.
- The statutory guidance **Keeping Children Safe in Education (DfE 2020)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Greenfields must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, including maintained nursery schools.

All staff must read Part One of **Keeping Children Safe in Education 2020**. Staff can find a copy in the office in the Safeguarding Information Area in addition to being provided with their own copies. In addition, all staff who work directly with children must read Annex A.

- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. This is available in the Office in the Safeguarding Information area.

COVID-19

Keeping Children Safe in Education (DfE 2020) and this policy are to remain in force throughout the response to coronavirus (COVID-19). This policy has been updated in accordance with DfE advice published in July 2020 'Guidance for full opening: schools' - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>; and will be further updated when new and/or revised guidance is issued.

Please refer to Appendix 3 for specific arrangements in relation to the safeguarding of children who are at home.

3. Roles and responsibilities

Key personnel

The Designated Safeguarding Leads (DSL) are Lesley Tavener and Helen Pyne

Contact details: email: Greenfieldsnursery@f2s.com tel: 01608 663672

The deputy Designated Safeguarding Leads are Pamela McGuinness and Katherine Williams

Contact details: email: Greenfieldsnursery@f2s.com tel: 01608 663672

The Designated Safeguarding Lead (DSL):

- is a senior member of staff from Greenfields Nursery leadership team and therefore has the status and authority within the nursery to carry out the duties of the post, including committing resources and supporting and directing other staff.
- takes lead responsibility for safeguarding and child protection (including online safety) in the nursery, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies. The role and responsibility is explicit in the role holder's job description.
- is appropriately trained (including Prevent training), receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- acts as a source of advice, support and expertise to the school community.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is alert to the specific needs of children in need; those with special educational needs; children who are looked after or were previously looked after and children who have a social worker. To all those children, promoting their educational outcomes by sharing information about their welfare, circumstances and needs with other staff as appropriate.
- has a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by WS.
- has an understanding of the early help process to ensure effective support, assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention.
- keeps detailed and accurate written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the child's general file.
- refers cases of suspected abuse to Children's Social Care or the Police as appropriate; and, where a crime may have been committed, refers cases to the Police.
- Refers cases using the prescribed pro forma to Children's Social Care and the Prevent policing team for joint assessment where there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so.
- ensures that staff do everything they can to support social workers and contribute to assessments of children when Children's Social Care become involved
- notifies Children's Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan.
- ensures that, when a child leaves the nursery, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.
- Considers whether to share any information about a child leaving the nursery with the receiving education provider in advance so that the receiving setting is appropriately informed in order to support the child as effectively as possible and plan for the child's arrival.

- attends and/or contributes to child protection conferences, strategy meetings and multi-agency exploitation meetings.
- co-ordinates the nursery contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- develops effective links with relevant statutory and voluntary agencies including Warwickshire Safeguarding.
- ensures that all staff sign to indicate that they have read and understand the child protection and safeguarding policy; the Staff Behaviour Policy (Code of Conduct); the behaviour policy; the nursery's safeguarding response to children who go missing from education; the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies); and Part 1 of Keeping Children Safe in Education 2020 (and also Part 5 and Annex A of Keeping Children Safe in Education 2020 in relation to staff who work directly with children.)
- ensures that all staff understand that if they have **any concerns** about a child's welfare, they should act on them immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances, taking responsibility to make a referral to Children's Social Care.
- ensures that all staff know how to make a referral as in sections 27-29 and Annex A of Keeping Children Safe in Education 2020, ensuring that all staff receive necessary training, information and guidance.
- understands the unique risks associated with online safety and ensures that staff are trained to have the requisite knowledge and up to date capability to keep children safe whilst they are online.
- understands the relevance of data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulation (GDPR) in respect of safeguarding children.
- ensures that the child protection and safeguarding policy and procedures are reviewed and updated at least annually.
- keeps a record of staff attendance at child protection training.
- makes the child protection and safeguarding policy available publicly.
- ensures parents are aware of the nursery's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- ensures that the nursery holds more than one emergency contact number for every child.
- ensures that the Manager is aware of the responsibility under *Working Together 2018* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

The Deputy Designated Safeguarding Lead(s)

Are appropriately trained to the same standard as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. The role and responsibility is explicit in the role holder's job description. In the event of the long-term absence of the DSL, the deputy will assume all of the functions of the DSL as above.

The Manager ensures that the nursery:

- appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training .
- ensures that the DSL role is explicit in the role holder's job description (and also the job description of any Deputy Designated Safeguarding Leads) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- ensures that the DSL or a Deputy DSL is always available during hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone or other such media.
- ensures Nursery has a child protection policy and procedures, including a staff code of conduct,

that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available on the Nursery website.

- ensures Nursery has procedures for dealing with allegations of abuse made against members of staff.
- follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations.
- develops an induction strategy that ensures all staff, including the Manager, and volunteers receive information about the nursery's safeguarding arrangements, Staff Behaviour Policy (Code Of Conduct) and the role of the DSL on induction.
- develops a training strategy that ensures all staff, including the and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of WS. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the nursery's child protection and safeguarding policy and Staff Behaviour Policy (code of conduct) before they start work at the Nursery.
- Ensures that the Nursery contributes to inter-agency working and plans
- Ensures that the Nursery participates in the early help process and offers to initiate Early Help Single Assessments for children with additional needs in order to provide a co-ordinated offer of early help.

It is the responsibility of the Manager to ensure that the nursery's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, local safeguarding partnership and national guidance.

The Manager/DSL:

- ensures that the child protection policy and procedures are understood and implemented by all staff.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- supports the designated practitioner for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales..
- ensures that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedure.
- ensures that the culture of the Nursery supports the provision of effective care and early help.
- ensures that staff do everything they can to support social workers when Children's Social Care become involved.
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation.
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils, we identify standards of good practice and set out our expectations of staff in the Staff Behaviour Policy, which all members of staff and volunteers are required to read and sign before starting work in the school. In summary, our expectations include:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse and neglect and exploitation
- recognising that challenging behaviour and mental health difficulties may be an indicator of abuse
- reading and understanding the school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, criminal and sexual exploitation, extremism, online safety and information-sharing
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force and physical intervention only as a last resort and in compliance with nursery procedures and WS guidance.
- referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care
- referring all allegations against members of staff, volunteers, work experience or other adults that work with children and any concerns about breaches of the Staff Behaviour policy directly to the Manager.

5. Abuse of position of trust

Greenfields Nursery are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

6. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs

- asylum seekers
- looked after by the Local Authority, otherwise living away from home or were previously looked after
- in receipt of support and services from a social worker
- vulnerable to being bullied, or engaging in bullying behaviours
- living away from home or in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE) and or child criminal exploitation
- at risk from or are involved with serious violent crime
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and parent/carers with communication needs.

7. Children with special educational needs and disabilities or have mental health needs

Children with special educational needs (SEN), disabilities or who have mental health needs can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or mental health issues without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming those barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded; and are aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues but they will record and report any concerns about a child's mental health to the Designated Safeguarding Lead as with any other safeguarding concern, recognising that mental health concerns may be an outcome and/or indicator of wider safeguarding issues and concerns.

8. Early Help and use of the Pathway to Change process

Greenfields Nursery recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. *Keeping Children Safe in Education 2020* emphasises that **all** staff should be aware of the early help process and understand their role in it. All school staff are therefore trained and required to notice any concerns about children which may help to identify that they would benefit from early help; to record those concerns *using Green forms* (see section 21 below); and to share their concerns with the Designated Safeguarding Lead (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns.

Early help might be simple and something the Greenfields Nursery is able to address with parents so that the child's needs are met quickly and easily. Greenfields will keep a record of any such help to record clear targets, actions for all parties and progress, using WCC Pathway to Change documentation as appropriate.

It may become necessary to take some time with parents to understand a child's needs and circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond the Nursery. Where Greenfields has identified that a structured assessment would benefit a child in order to determine how best to meet their needs and support their family; or where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police) and her/his parents' consent, the Nursery will use the Early Help Pathway to Change process to identify what help the child and family require to prevent the child's needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

If early help is appropriate, the Designated Safeguarding Lead (or Deputy DSL) will generally lead on liaising with other agencies and setting up an Early Pathway to Change process as appropriate. Other staff may be required to work directly with pupils and their families and to support other agencies and practitioners in an Early Help Pathway to Change process, in some cases acting as the lead professional.

Greenfields Nursery is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help when that is appropriate, using the Early Help Assessment Pathway to Change process; and
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any 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 showing signs of being drawn into anti-social or criminal behaviour;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in section 6 above.

The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers.

Greenfields Nursery will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help, Greenfields Nursery will make a judgement about whether, without help, the needs of the child will escalate. If so, Greenfields Nursery will seek the parents' consent to a referral to a multi-agency Locality Panel in order to address the child's needs. Alternatively, a referral to Children's Social Care may be necessary.

9. Attendance

We recognise that full attendance at nursery is important to the well-being of all our pupils and enables them to access the opportunities made available to them at nursery.

10. Children Missing from Education

Greenfields Nursery operates in accordance with statutory guidance *Children Missing Education (DfE 2016)* -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, radicalisation or mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Attendance, absence and exclusions are closely monitored. All staff are informed as part of their induction about the procedure for reporting and taking action when children do not arrive for Nursery or attend regularly. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing repeatedly and/or are missing for periods during the school day.

Where a child has 10 consecutive school days of unexplained absence and all reasonable steps * have been taken by the nursery to establish their whereabouts without success, the Nursery will make an immediate referral to **Warwickshire County Council 's Children Missing Education Team on 01926 736323 or via email to cme@warwickshire.gov.uk**.

* Reasonable steps include:

- Telephone calls to all known contacts. Parents are asked to provide a minimum of two emergency contacts in the event of children not arriving at nursery without prior notification and also for other emergency purposes.
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through nursery contacts
- Enquiries with any other Service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on the pupil's file

If no confirmation is received the Children Missing Education procedures will apply.

11. Support for pupils, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (*usually the DSL*) who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

12. Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the Manager and other members of the senior leadership. An explanation of the complaints procedure is included in the safeguarding information for parents and pupils.

Complaints from staff are dealt with under Greenfields Nursery complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the Greenfields Nursery child protection procedures.

13. Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing)

Staff who are concerned about the conduct of a colleague - including visiting practitioners and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

Greenfields Nursery **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Behaviour Policy (code of conduct) – to the Manager; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in Nursery.

The recommended format for all staff in nursery to record any such poor practice or possible child abuse by colleagues or other adults who work with children is the pro forma 'Logging A Concern about the behaviour of an adult who works with children', also known as the 'Yellow form'. All such forms should be passed directly to the DSL. Alternatively, staff are free to approach the Manager directly to discuss their concerns.

Concerns or complaints about the Manager should be reported to MASH the 'Yellow form' should also be used for that purpose as above.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action to safeguard children.

Staff can also contact the Designated Officer in the Local Authority, who is responsible for the co-ordination of responses to allegations against people who work with children. Contact details are displayed on the safeguarding noticeboard in the staff room.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m., Monday to Friday or e mail help@nspcc.org.uk. Information is also available on the NSPCC website at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

The NSPCC whistleblowing helpline and contact numbers for Children's Social Care, the Police and the Designated Officer are all displayed in the office.

14. Managing allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Part 4 of Keeping Children Safe in Education 2020 and WS inter-agency safeguarding procedures Allegations against staff and volunteers – <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the nursery will provide support and a named contact for the member of staff.

Staff and parents are reminded that publication of material that may lead to the identification of a Practitioner who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the nursery or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education 2020*, Greenfields Nursery will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

As required by *Keeping Children Safe in Education 2020*, all allegations in respect of an individual who works at the nursery that fulfil any of the following criteria will be reported to the Designated Officer in the Local Authority (LADO) within one working day:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Designated Officer's contact number is **01926 745376**. Referrals to the Designated Officer should be submitted on a PoT MARF form and sent to lado@warwickshire.gov.uk.

15. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect, exploitation and radicalisation and to know what to do if they have a concern.

New staff who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- Greenfields Nursery child protection and safeguarding policy
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the Staff Behaviour Policy (code of conduct)
- the identity and role of the DSL and all Deputy DSLs

NB all of the above will be explained **before** a new member of staff or volunteer has direct contact with children in Greenfields Nursery. Greenfields Nursery child protection policy and Staff Behaviour policy (code of conduct) will be sent with the letter confirming an appointment with a written requirement that the individual reads the two policies in advance of starting work at Greenfields Nursery. The individual will be given an opportunity to clarify any issues on their first day at work.

All staff and volunteers will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of the local safeguarding partnership.

The DSL will attend training for newly appointed DSLs and refresher training every two years . That training will include up to date information about local safeguarding partnership inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, county lines activity, extremism, so-called honour based abuse including female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

In addition, the Manager will attend safer recruitment training and the nursery will ensure that they have attended safer recruitment training within the past three years.

16. Safer recruitment

Greenfields Nursery endeavours to ensure that we do our utmost to employ only 'suitable' staff and allow only 'suitable' volunteers to work with children by complying with the requirements of *Keeping Children Safe in Education 2020* together with the *WS Safer Recruitment* policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two Greenfields Nursery Managers, if shortlisted.

Greenfields Nursery will also

- ensure that every job description and person specification for roles in Greenfields includes a description of the role holder's responsibility for safeguarding
- ask at least one value-based question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK

All new members of staff and volunteers will undergo an induction that includes familiarisation with the Nursery's child protection and safeguarding policy, Staff Behaviour Policy (code of conduct),

All staff are required to sign to confirm they have received a copy of the child protection and safeguarding policy and Staff Behaviour Policy (code of conduct).

All relevant staff are made aware of the disqualification from providing childcare legislation.

Greenfields Nursery obtains written confirmation from supply agencies and third party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the nursery that Greenfields Nursery would have undertaken if they were employing the individual directly; and that individuals are suitable to work with children.

The Nursery maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of *Keeping Children Safe in Education 2020* and guidance issued by Warwickshire County Council.

Volunteers

Volunteers will undergo checks commensurate with their work in the nursery and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in Regulated Activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in Regulated Activity will undergo the safer recruitment checks appropriate to their role, in accordance with the nursery's risk assessment process and statutory guidance.

Contractors

Greenfields Nursery checks the identity of all contractors working on site and requests DBS checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity. The nursery will always check the identity of contractors and their staff on arrival at the nursery.

17. Site security

Visitors to Greenfields Nursery, including contractors, are asked to sign in, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Manager will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

18. Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the Manager. It is shared with all staff before they start working with children as part of their induction. The policy is transparent to staff, parents and pupils.

Keeping Children Safe in Education (DfE 2020) highlights that there are circumstances when it is appropriate for staff in nurseries to use reasonable force to safeguard children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking a situation where a child needs to be restrained to prevent injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Greenfields Nursery supports staff to intervene physically and to use reasonable force when all strategies are unsuccessful in calming a situation; and a risk of violence, serious damage to property or disruption to the nursery remains. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

19. Record Keeping

Greenfields Nursery will maintain safeguarding (including early help) and child protection records in accordance with the guidance document *Child Protection Record Keeping Guidance*.

The school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- keep records in a folder in a meticulous chronological order;
- ensure all records are kept secure and in locked locations;
- ensure all safeguarding records are transferred - separately from the child's main pupil file - to the receiving school, or other education establishment when a pupil moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained.
- the DSL will also consider whether it is appropriate to share any information with a child's receiving school in advance of the child leaving so that the receiving school is able to support the child as effectively as possible and plan for her/his arrival.
- ensure that incoming safeguarding records are brought to the attention of the DSL, Deputy DSLs and other key staff such as the SENCO when a child transfers in from another nursery.

Safeguarding and child protection records will be maintained independently from the pupil's

nursery file. Such records will only be accessible to the Designated Safeguarding Lead and staff who need to be aware.

The recommended format for all staff in schools to record any safeguarding or child protection observations or concerns about a child is the pro forma *Logging A Concern About A Child's Safety and Welfare* (Form C) also known as the 'Green form'. The same format will be used by staff to record and report any observations or concerns that suggest a child might benefit from early help.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that **one consistent system for the recording of concerns is readily accessible to every member of staff irrespective of role and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child protection records form a part of a child's nursery records, which parents ordinarily have a right to see. Any parent wishing to access the pupil's child protection records will need to submit a request to the nursery for consideration. Access to the record will then be arranged but records may be redacted in line with the requirements of the General Data Protection Regulation (GDPR) if releasing information would place the child, or any other person, at risk of significant harm.

The Data Protection Act 2018 and GDPR do not prevent staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

20. Confidentiality and Information Sharing

The nursery will manage and share confidential information about children in line with *Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018)*.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The Data Protection Act 2018 (DPA) and the GDPR places duties on the nursery and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe. *Keeping Children Safe in Education (DfE 2020)* states clearly that "**Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children**".

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. MASH education Lead).

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in nursery. However, staff should report all child protection and safeguarding concerns to the DSL or – in the case of concerns about the Manager to MASH. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Keeping Children Safe in Education 2020 emphasises that the DSL or deputy DSL should always be available to discuss safeguarding concerns but in exceptional circumstances where neither the DSL nor any appointed deputy DSL are available, that should not delay appropriate action being taken and staff should speak to a member of SLT or take advice from Children’s Social Care if they are concerned about a child.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The GDPR and Data Protection Act 2018 do not prevent staff from sharing information with relevant agencies, where that information may help to protect a child.

The DSL will normally obtain consent from parents to share sensitive information within the nursery or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

If any member of staff receives a request for a parent to see child protection records, they will refer the request to the DSL.

Information sharing will take place in a timely and secure manner and where:

- It is necessary and proportionate to do so; and
- The information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

All staff must be aware that they cannot promise a child/parent to keep secrets.

All safeguarding and child protection information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject’s rights
- secure.

Record of concern forms (Form C – Green forms) and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The nursery policy on confidentiality and information-sharing is available to parents on request

21. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- avoid naming children when possible
- if it is necessary to name children, use first names rather than surnames
- if children are named, avoid using their image
- establish whether the image will be retained for further use, where and for how long
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of pupils and staff, only nursery owned equipment will be used to record and store images taken by staff or volunteers on the nursery site or during offsite nursery activities.

Parents are not welcome to take still photographs or video record **any children including their own** during nursery activities.

Visiting practitioners who work directly with children are subject to the same restrictions as staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises only specifically for professional purposes and in order to support the nursery, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

22. Online Safety

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm through child criminal and sexual exploitation; county lines activity; radicalisation and sexual predation.

The breadth of issues within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and are not allowed to access sites in nursery. Parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The nursery's **online safety policy** explains how we try to keep children safe in nursery and protect and educate pupils in the safe use of technology. The nursery has appropriate filters and monitoring systems in place to protect children from potentially harmful online material.

23. Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment of children. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by adult men or women or by other children or young people. Staff are trained to understand and recognise indicators of all four categories of abuse as defined below.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b. protect a child from physical and emotional harm or danger;
- c. ensure adequate supervision (including the use of inadequate care-givers); or
- d. ensure access to appropriate medical care or treatment.

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

Definitions taken from *Keeping Children Safe in Education* (DfE, 2020).

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development; and/or
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be

viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by one or more of the following; anxiety, depression or other mental health difficulties, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, and long-term medical or physical health difficulties.

Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using a Form C (Green form); and
- seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a pupil’s welfare

There will be occasions when staff may suspect that a pupil may be at risk without unequivocal evidence. The pupil’s behaviour may have changed, their artwork could be unusual or bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. Staff are encouraged and supported to ask pupils if they are OK, if there is anything the child would like to talk to them about and if they can help in any way. Staff are trained to do this by asking appropriate open questions which do not lead the child in any particular direction but invite the child to talk about anything if they wish to.

Staff should use the same record of concern form Form C (Green form) to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process as in section 7 of this policy.

If a pupil discloses to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member**

will need to let the pupil know that they must pass the information on – staff are not allowed to keep unsafe secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with pupils staff will:

- allow the child to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m glad you told me’; ‘I believe you’; ‘It’s not your fault’; ‘I’m going to do what I can to help you’.
- not be afraid of silences – staff must remember how hard this must be for the child;
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about it; (**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the child what will happen next;
- report verbally to the DSL;
- write up their conversation as soon as possible on the **record of concern form** Form C (Green form) and hand it to the DSL; and
- seek support if they feel distressed or need to debrief.

Notifying parents

Greenfields Nursery will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the child. Therefore, if Greenfields Nursery believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children’s Social Care.

24. Making a referral to Children’s Social Care

Keeping Children Safe in Education 2020 emphasises that the DSL (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. The DSL will make a referral to Children’s Social Care (and if appropriate the Police) if it is believed that a child is suffering or is likely to suffer significant harm.

The parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

Keeping Children Safe in Education 2020 also emphasises that **all staff** should be aware of the process for making referrals to Children’s Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Statutory assessments

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. 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.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

25. Submitting child protection referrals

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH at mash@warwickshire.gov.uk. The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the **MASH on 01926 414144**. This should be followed by submission of a MARF as above.

NB If a child is already the subject of an open case to Children's Social Care, the DSL will have the name and contact details of the allocated social worker. Further child protection concerns about any child in those circumstances must be referred directly to the allocated social worker, **not** to the MASH. Again, where there is an immediate concern about a child's safety, the DSL should contact the social worker by telephone in the first instance. Any difficulties in contacting the social worker must be escalated to their line manager, **not** to the MASH.

Outside of office hours, immediate concerns about a child should be referred to the **Emergency Duty Team on telephone number 01926 886922**.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

Staff may seek support directly from the **MASH Education Lead via 01926 414144** should they consider that necessary.

26. Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy.

However, as highlighted above, **all** staff should be aware of the early help process and understand their role in it; and **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. **Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:**

- the situation is an emergency and the DSL, the deputy DSL, are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety; or

- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL at the earliest opportunity that they made a direct referral unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH (details above) or seek support from the **MASH Education Lead via 01926 414144.**

27. What will Children’s Social Care do?

Children’s Social Care should make a decision about the type of response that is required within one working day of a referral being made; and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

Greenfields Nursery will follow up if this information is not forthcoming and if, after a referral, the child’s situation does not appear to be improving, the nursery will consider following WS escalation procedure to ensure the referred concerns have been addressed and, most importantly, that the child’s situation improves.

If Children’s Social Care decide to carry out a statutory assessment, nursery staff will do everything they can to support that assessment, led and supported by the DSL (or deputy) as required.

28. Bullying, peer on peer abuse and harmful sexual behaviour

Children may be harmed by other children or young people. This is generally referred to as peer on peer abuse and can take many forms. It is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;

Greenfields Nursery believes that all children have a right to attend nursery and learn in a safe environment. Children should be free from harm, both from adults and other children in the Nursery.

Bullying is a very serious issue that can cause children considerable anxiety and distress.

All incidences of bullying should be reported and will be managed through anti-bullying procedures. If the Manager or DSL deem procedures to be ineffective, they will consider implementing early help or child protection procedures. All members of staff receive a copy of the school’s behaviour policy, which contains the anti-bullying procedures.

Occasionally, allegations may be made against children by others in the nursery, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Members of staff to whom such allegations are made and/or who become concerned about a child’s sexualised behaviour, including any known online

sexualised behaviour, should record their concerns in the usual way *on a Green* form and report them to the DSL as soon as possible, as with any other safeguarding concern.

There may be occasions when a child's behaviour warrants a response under child protection. It is likely that for an allegation or concern to be addressed under child protection procedures, some of the following features will be found. The allegation or concern:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- is of a serious nature, possibly including a criminal offence;
- indicates that other children may have been affected by this;
- raises risk factors for other children in the nursery;
- indicates that young people outside the school may be affected by this.

It is important for the school to consider the context within which peer on peer abuse occurs. These include the potential for bullying and peer on peer abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. Online concerns can be especially complicated. Support is available from **The UK Safer Internet Centre** at 0344 381 4772 and helpline@saferinternet.org.uk and the **Internet Watch Foundation** at <https://www.iwf.org.uk/>.

Peer on peer sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

Sexual harassment in the context of peer on peer behaviour is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The school therefore recognises the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum.

How Greenfields Nursery will respond to reports of sexual violence and sexual harassment

We will respond to reports in accordance with Part 5 of *Keeping Children Safe in Education 2020*.

All responses to reports of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using her/his professional judgement and supported by other agencies, such as Children's Social Care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis. Advice may also be sought from the MASH Education Lead.

The designated safeguarding lead (or a deputy) should ensure they are engaging with Children's Social Care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Greenfields Nursery's risk assessment should not replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the nursery's approach to supporting and protecting children and updating our own risk assessment.

Action following a report of sexual violence and/or sexual harassment - what to consider

The DSL (or deputy) is likely to have a complete safeguarding picture and will therefore be the most

appropriate person to lead the initial response. Important considerations will include:

- the nature of the alleged incident
- the ages and development stages of the children involved
- if the alleged incident is a one-off or a sustained pattern of abuse
- whether there are ongoing risks to others
- informing parents/carers (unless this would put the victim at greater risk)
- only share information with those staff who need to know to support the children involved.

If an offence has been committed, the Police will be informed. It is the prerogative of parents and victims to make complaints to the Police directly but Greenfields Nursery will also speak to the Police in order to ensure effective action is taken to safeguard other young people as well as the victim.

If a child has suffered significant harm, a referral will be made to Children's Social Care via the MASH in order to ensure that the needs of both the victim and perpetrator are the subject of professional risk assessments by social workers.

Responses to all incidents of both sexual violence and sexual harassment will be underpinned by the principles of:

- zero tolerance of sexual violence and sexual harassment;
- support for both the victim and alleged perpetrator/s, particularly pending the outcome of investigations
- all parties have an ongoing right to an education and are safest if they remain in nursery subject to appropriate risk assessments and risk management.
- exclusion will be avoided unless that is the only realistic option to keep one or more parties safe.

In principle, there are four possible responses to an allegation or concern about sexual violence or harassment on the part of a child:

1. Manage internally

In some cases of sexual harassment, for example, one-off incidents, Greenfields Nursery may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy, speaking to the child and her/his parents, making expectations of future behaviour clear (in writing where appropriate). Careful consideration will be given to the need to separate the victim and alleged perpetrator/s while in Greenfields Nursery (as with sexual assaults) pending investigation would also be undertaken.

2. Early help

Greenfields Nursery may decide that the child/ren involved do not require statutory interventions but may benefit from early help, which can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

A safeguarding record will be maintained of all concerns, discussions, decisions and reasons for decisions for all responses as in 1. and 2..

3. Referrals to Children's Social Care

Where a child has been harmed, is at risk of harm, or is in immediate danger, Greenfields Nursery will make a referral Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care. This will facilitate a consultation about the role of the Police. Whilst the age of criminal responsibility is ten, the starting principle of reporting to the Police via the MASH remains. The Police will take a welfare, rather than a criminal justice, approach.

Greenfields Nursery will generally inform parents or carers, unless there are compelling reasons not to (i.e. if informing a parent or carer is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

However, Greenfields Nursery will not wait for the outcome (or even the start) of a Children's Social Care investigation before protecting the victim and other children in Greenfields Nursery. The DSL (or a deputy) will work closely with Children's Social Care (and other agencies as required) to ensure any actions taken do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at Greenfields Nursery should be **immediate**.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. Greenfields Nursery (generally led by the DSL or a deputy) will refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL (or a deputy) should consider other support mechanisms such as early help, specialist support.

4. Reporting to the Police

Any report to the Police will generally be in parallel with a referral to Children's Social Care (as above).

Where a serious crime is reported, Greenfields Nursery can report directly to the local Police station. However, in most circumstances, we will consult with the MASH in the first instance in order to ensure that both the Police and Children's Social Care are informed.

Where a report has been made to the Police, Greenfields Nursery should consult the Police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

In some cases, it may become clear very quickly, that the Police (for whatever reason) will not take further action. In such circumstances, it is important that Greenfields Nursery continue to engage with specialist support for the victim as required.

Greenfields Nursery will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexual offences or harmful sexual behaviours displayed by children inside and/or outside the nursery.

In all such circumstances, Greenfields Nursery may be required to attend a strategy meeting under WS inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.

Subsequent considerations

The needs and wishes of the victim should continue to be paramount (along with protecting the child) as the case progresses. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that Greenfields Nursery is a safe space for them.

Similarly, the alleged perpetrator/s has an ongoing rights and should be able to continue in their normal routine subject to the ongoing risk assessment and the needs of the victim.

29. Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

Victims of CSE can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health.

Although the following vulnerabilities increase the risk of child sexual exploitation, not all children with these indicators will be exploited and child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability; and
- Being looked after (particularly those in residential care and those with interrupted care histories).

All staff are made aware of the indicators of sexual exploitation and criminal – including county lines - exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care via the MASH as with any other child protection concern and with particular reference to WS procedures. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Sexual Child Exploitation (MACE) meeting may be convened under WS inter-agency safeguarding procedures. Greenfields Nursery will attend and share information at MACE meetings as required. Parents and young people will be invited to attend MACE meetings by Children's Social Care as appropriate.

30. So-called 'honour based' abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police,

and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit on 020 7008 0151 or via email at fm@fco.gov.uk for advice as necessary.

Female genital mutilation

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and with long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

(See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern. The DSL will discuss the concern with Children's Social Care with a view to making a referral and will inform the Police as appropriate.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Nursery staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

(See <https://www.gov.uk/forced-marriage> for further information).

31. Protecting Children from Radicalisation and Extremism

All nurseries are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the C TSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent duty**.

Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of the nursery's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for the nursery's strategy for protecting children from those risks.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to

fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas. Young people who feel isolated or disaffected in some way are particularly vulnerable to radicalisation as they are other forms of abuse and exploitation.

Greenfields Nursery has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in nursery.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. The nursery is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. Greenfields Nursery promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within nursery.

Nursery staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern, identifying early indicators of possible radicalisation including changes in behaviour and attitudes to learning; and expressions of interest in extremist ideas along with a tolerance towards potential violence to certain members of society.

Greenfields Nursery recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the DSL (or deputy) will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

As a Channel partner, the nursery may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support.

Greenfields Nursery will discuss any concerns about possible radicalisation identified in nursery with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the Police PREVENT team and in the interests of making proportionate responses, the nursery may offer support to children and their families through the provision of early help as appropriate.

Greenfields Nursery expects all staff, volunteers and visiting practitioners will challenge the expression and/or promotion of extremist views and ideas by any adult on nursery premises or at nursery events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website www.educateagainsthate.com informative and useful. The website is designed to equip us with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them.

32. Children who are looked after or were previously looked after or who have a social worker

The most common reason for children becoming looked after is as a result of abuse or neglect. Children who were previously looked after potentially remain vulnerable. The nursery ensures that staff have the necessary skills and understanding to keep children who are looked after and children who were previously looked after safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL hold details of the child's social worker for all children who are looked after or were previously looked after; and the name and contact details of the Local Authority's virtual head for children who are looked after.

33. Children with a social worker

Greenfields recognises that when a child has a social worker, that is an indicator that she/he may be more vulnerable to harm than other children as well as facing barriers to educational attainment in relation to attendance, learning, behaviour and poor mental health issues.

Greenfields will take those issues and needs into account when making plans to support children who have a social worker.

Care leavers

Local authorities have ongoing responsibilities to young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. The DSL will have details of the local authority Personal Advisor appointed to guide and support all care leavers; and should liaise with them as necessary regarding any issues of concern affecting a care leaver.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care at least six weeks before the arrangement is due to start.

Nursery has a mandatory duty to report to Children's Social Care in the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Nursery staff should notify the DSL when they become aware of or suspect private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school will also fulfil its duty to inform the local authority of the private fostering arrangement.

34. Domestic abuse

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

35. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the *Local Housing Authority* so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

36. Special Circumstances

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The nursery will access guidance highlighted in Keeping Children Safe in Education 2020, which explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school/college will seek to support pupils/students in this position through pastoral care, early help and discussions with parents/carers and other family members as appropriate.

