

ST PAUL'S CHURCH NURSERY SCHOOL

CHILD PROTECTION POLICY AND PROCEDURES

In the Department of Education (DfE) document [Working Together to Safeguard Children](#) (2015), safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

In line with this, our Aims are:

- to create an environment in our Nursery in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to
- to ensure staff understand the different types of child abuse
- to raise awareness of staff regarding the signs of abuse
- to raise awareness of the roles and responsibilities of staff regarding the child protection procedures
- To make clear procedures to be followed in the event of a suspicion of abuse.

This will be achieved by the following methods:-

Training

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible abuse, neglect, emotional abuse and sexual abuse (see also Appendix I 'Types of child abuse') and know who to refer their concerns to.

Role of DSL

The Deputy Head Teacher is the designated person for Child Protection, also known as the DSL (Designated Safeguarding Lead). The deputy designated member of staff is the Nursery Head Teacher.

The role of the DSL is to:-

- ensure child protection procedures approved by Surrey Safeguarding Children's Board (SSCB) are in place and updated as appropriate (but at least annually) with agreement of Head Teacher.
- ensure all staff are aware of nursery policy and confidentiality/information sharing
- arrange training.
- be available to provide advice/support to staff and for confidential discussion about concerns.
- be available to provide support to children.
- liaise with the Chair of the Management Committee when necessary.
- liaise with Social Services when necessary and other Local Statutory Children's Services and agencies and with LSCB (Local Safeguarding Children's Board).
- keep records of any concerns/suspected cases of abuse/referrals detailed, accurate and secure.
- co-ordinate arrangements for monitoring of pupils on roll who have been identified as being in need of protection.
- attend child protection meetings, case conferences and core groups when necessary.
- update training every 2 years.
- deal with allegations against staff and volunteers.
- review accident, incident books and monitor possible issues.
- be prepared to ensure the setting provides help or a specific service to the child as part of an agreed plan.
- ensure that all staff are aware they have a responsibility to comply with the procedures laid out at www.surreycc.gov.uk/safeguarding

Role of Staff

All those who come into contact with children and families in their work in the Nursery, including practitioners who do not have a specific role in relation to child protection have a duty to safeguard and promote the welfare of children.

Staff are likely to be involved in three main ways:-

- You may have concerns about a child and refer those concerns to the social services or the police (usually via...**Jacquie**...as DSL). All staff have a responsibility to comply with the procedures laid out at www.surreycc.gov.uk/safeguarding
- You may be approached by social services and asked to provide information about a child or family or to be involved in an assessment. This may happen regardless of who made the referral to social services

- You may be asked to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to ongoing therapeutic work with a child and a review of that work.

Staff in regular contact with pupils are well placed to notice signs of physical, sexual or emotional abuse, neglect, behavioural change or failure to develop as expected (see Appendix 1 'Types of Child Abuse'): physical, sexual (& exploitation), emotional; domestic, (including alcohol, mental health), faltering growth, institutional abuse, bullying, self harm.

Whilst they may not seek information from a pupil, the pupil may wish to confide in a staff member about having suffered some kind of abuse. In such situations the guideline in Appendix 2 'Handling Disclosures' should be helpful.

Liaison with other bodies

The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the Nursery and the Social Services department to work well together (see Appendix 4 'Names, addresses and phone numbers').

Procedure

Staff will respond appropriately to suspicions of abuse

Changes in children's behaviour/appearance and general well-being will be investigated

Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the Social Service department through 'Contact Centre'

All such suspicions will be kept logged and confidential, shared only with those who need to know.

The people most commonly involved will be the member of staff, the DSL and Head Teacher.

If a member of staff suspects a pupil may be at risk or hears a disclosure from a pupil the DSL must be informed. The member of staff will then be asked to complete a record that is specific and confidential to provide an accurate account of any discussions or observations regarding the pupil concerned. This record will be quite separate from the usual ongoing records of the child's progress and development. The records will include, in addition to the name, address and age of the child, times and dated observations,

describing objectively the child's behaviour/appearance, without comments or interpretation; where possible, the exact words spoken by the child; the date, name and signature of the recorder. Any records are then passed on to the DSL/Head teacher.

When the DSL has been informed of a case of suspected abuse or of a child who may be at risk of abuse, and shares these concerns, they must discuss this with the Chair of the Management Committee and consider which agency to make a referral to. If the child is considered to be in need, the referral will be made to Social Services. MASH (Multi agency Safeguarding Hub 0300 4709100

“if we have a concern about a child we will share these concerns with Parent/Carers. However, if sharing these concerns puts the child at risk of significant or further harm we will seek advice from the Duty Manager at Surrey County Council Contact Centre”

The DSL will agree with the recipient of the referral what the parents will be told, by whom and when, with the agreement from the Head Teacher. All referrals by telephone should be confirmed in writing within 24 hours. If no reply is received from Social Services within three days, contact them again. (See Appendix 3 'Flow Chart 1 – Referral' and the report entitled 'What to do if you're worried a child is being Abused' Section 11.1 – 11.5. Dept. of Health, Home Office and DfES 2012, for further guidance).

Preventing abuse by means of good practice at the Nursery

It will be made clear to applicants for posts within the Nursery that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants for work within the Nursery, will be interviewed before an appointment is made and will be asked to provide at least one reference. All such references will be followed up. In the case of applicants with unexplained gaps in the employment history, or who have moved rapidly from one job to another, explanation will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the Nursery is confident that the applicant can be safely entrusted with children.

On appointment an application will be made for an Enhanced CRB or DBS disclosure. Until this has been successfully obtained, the newly appointed practitioner will not be left unsupervised with children. This will be revisited termly to make sure circumstances of the practitioner have not changed.

Adults will not be left alone for long periods with individual children or small groups. An adult who needs to take a child aside for example, for time out after behaviour that needs improvement, will leave the door ajar.

Only registered staff, DBS checked, will take children to the toilet, if physical help is required it shall be recorded in the Nappy Changing Log.

Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

The layout of the playroom(s) will permit constant supervision of all children, always within sight or hearing.

Allegations made in relation to staff members

Any member of staff hearing an allegation of abuse against another member of staff, volunteer or any adult involved in the work of the school must inform the DSL/Head Teacher. Who then must inform LADO on 0300 200 1006

Select option 4 then option 3

If a disclosure or suspicion of abuse involves a member of staff, the head teacher must refer to the Chair of the Management Committee and still refer the matter to Social Services. It must also be reported to OFSTED within 24 hours by phone (using given reference number) and within 14 days in writing.

Supporting families

The Nursery will take every step in its power to build up trusting and supportive relationships between families and workers and volunteers in the group.

Where abuse at home is suspected, the Nursery will continue to welcome the child and family while investigations proceed.

The care and safety of the child must always be paramount; the Nursery will do all in its power to support and work with the child's family.

APPENDIX 1 'Types of child Abuse'

APPENDIX 2 'Handling Disclosures'

APPENDIX 3 'Flow Chart 1 – Referral'

APPENDIX 4 'Names, Addresses, Phone Numbers'

This policy was originally agreed at a meeting of St. Paul's Church Nursery School Management Committee on 8th May 2003 and reviewed on an annual cycle in line with the School Development Plan.

Signed on behalf of the Management Committee

Signed on behalf of the Nursery: _____ Date _____

Review Date: _____

Appendix I

Types of Child Abuse

Taken from 'What to do if you're Worried A Child is Being Abused' Dept of Health, Home Office and DfES 2003.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing ill health to a child.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, such as in cases of Domestic abuse, (particularly Drugs, Alcohol, Mental Health) or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Neglect

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Sexual Abuse & Exploitation

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Exploitation of children, including trafficking and grooming for sexual purpose.

Addition to Appendix I (2015)

Factors of Concern

Safeguarding Priority to

- Female Genital Mutilation (FGM)
- Honour Based Violence (HBV)
- Forced Marriage (FM)
- “Prevent”
- Grooming and sexual exploitation (including online)
- Child trafficking
- Parent/child misusing alcohol or drugs
- Domestic abuse
- Parents with learning difficulties or Mental Health
- Children with disabilities
- Teenage pregnancy/parenthood
- Highly mobile families

Appendix 2

Handling Disclosures

Although you may not seek information a pupil may wish to confide in you about having suffered some kind of abuse. In such situations the following guidelines taken from KIDSCAPE should be helpful:

Do

- Find somewhere quiet to talk as soon as possible
- Stay calm and reassuring
- Listen carefully and actively
- Record the conversation in the child's words and note the time
- Sign and date the record you make
- Take it seriously
- Reassure they are right to tell
- Explain what will happen next
- Inform the DSL

Don't

- Ask leading questions, (try.... "what happened next?")
- Make promises you cannot keep
- Jump to conclusions
- Speculate or accuse anyone

SUPERVISION

Here are the disqualification by association questions

1. Have you been involved with the Police such as interviewed, questioned, subject to a court order, bound-over, received a reprimand, warning, cautioned or convicted before or during your employment at this setting?
2. Has anyone that lives in the same household or property as you been disqualified or barred from working with children under the Childcare Act 2006? Has anyone that lives in the same household or property as you been cautioned or convicted of an offence that may have a bearing on your suitability to work with children?
3. Do you have parental responsibility for a child who is being assessed or who has been placed on a Child Protection Plan under Section 47 of the Children Act 1989?

We also recommend settings ask the following at supervision.....

Do you have a medical condition that could affect your ability to work with children?

Are you taking any medication or any other substances on a regular basis?