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Safeguarding and Child Protection Policy

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1. Policy statement and principles

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, volunteers and governors and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding Partnership (WS).

Policy principles:

- Safeguarding is everyone's responsibility.
- The setting has a duty to safeguard and promote the welfare of all children.
- We will maintain an attitude of **'it could happen here'** where safeguarding is concerned.
- All staff have an equal responsibility to act on concerns or disclosures that may suggest a child is at risk of harm at home, in the community or in the setting.
- All DSLs should access Warwickshire's Early Help Pathway to Change training.
- The setting has a responsibility to work in partnership with parents and carers, and with other organisations where appropriate to identify and concerns about a child's welfare and take action to address them.
- 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.
- This setting is committed to building a 'culture of safety' in which children are valued and respected and protected from abuse and harm.
- Due to our day-to-day contact with children, staff in this setting are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation, and radicalisation. Children may also turn to a trusted adult in the setting when they are in distress or at risk. It is vital that all staff are alert to the signs of abuse, are approachable and trusted by the children, listen actively to children, and understand the procedures for reporting their concerns. The setting will act on identified concerns and will provide early help to prevent concerns from escalating.
- We will create an open safeguarding culture by ensuring that the 'voice' of the child is captured by:
 - All children are listened to
 - All children are valued and respected
 - All children are supported to participate in decisions that affect them
 - The child's wishes or feelings are considered when deciding what action to take and what services to provide.
- 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 school.
- 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 Integrated Front Door for additional advice as necessary.
- Children 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.
- Safeguarding and promoting the welfare of children is an integral part of everything we do in the setting.

Policy aims:

- To ensure that children have their needs met; that they are kept safe and well and protected from harm.
- To ensure that we meet all the statutory requirements in relation to safeguarding and child protection.

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 staff in the setting, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity and any other professionals visiting the setting.

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

The statutory guidance **Working Together to Safeguard Children (DfE 2018)** covers the legislative requirements and expectations of individual services (including schools and colleges) 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 2021)** 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. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

- All staff must read Part One of **Keeping Children Safe in Education 2021**. Staff can find a copy in setting staff room. In addition, all senior staff who work directly with children must read Part Five and 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 advice can be found in the Safeguarding and Child protection folders in all rooms and in the Blue Folders in the office filing cupboard.*

Key personnel

The **Designated Safeguarding Lead (DSL)** is Sarah Powell

Contact details: email: shapesnursery@welearn365.com or shapesnursery@gmail.com

Tel: 024 76318436 or 07891742008

The Deputy Designated Safeguarding Lead is Hannah Waters

Contact details: email: shapesnursery@welearn365.com

Tel: 024 76318436 or 07954134799

Other staff trained to undertake the functions of the Designated Safeguarding Lead are

Debbie Moreton Telephone: 024 76318436 or 07568757540

Cheryl Rich Telephone: 024 76318436 or 07793075538

Lisa Myring Telephone: 024 76318436 or 07846969304

3. Roles and responsibilities

The Designated Safeguarding Lead (DSL):

- Is a member of the setting's senior leadership team
- Has relevant training and up to date knowledge to fulfil the roles and responsibilities of the position.
- Has access to supervision which enables them to discuss any issues including child protection concerns, identify solutions, and receive coaching and mentoring as appropriate.
- Provides support to colleagues to ensure that they understand their safeguarding responsibilities.
- Listens to staff who have concerns and acts on these as appropriate.
- Will liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children 2018.
- Takes the lead in making a request for support/referral to MASH
- The DSL safeguarding lead or a deputy is available or contactable at all times when the setting is in operation.
- The DSL is appropriately trained (including Prevent training), receives refresher every two years and regularly updates their knowledge and skills to keep up with any developments relevant to their role for e.g., attends DSL network meetings run by their Local Authority.
- Has an understanding of the Early Help process by attending WCC's early help training.
- The DSL provides supervision for the DDSL's
- Will keep detailed, accurate records that include all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken. These records are kept separate from the child's main file. Each child has an individual record in 'Children Causing Concern' file containing an overview/chronology sheet.
- Will provide continuing support to a child whom there have been concerns, who leaves the setting, by ensuring that the setting safeguarding records are shared, under confidential cover. A receipt will be requested from the new setting to acknowledge receipt of the record.
- Refers cases of suspected abuse to Children's Social Care or the Police as appropriate.
- Refers cases to Children's Social Care and the prevent policing team where there is a concern that a child is at risk of radicalisation; and to the Channel panel if advised to do so.
- Ensures that all staff read and understand the Safeguarding and Child Protection Policy and Part 1 of Keeping Children Safe in Education 2021

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 are explicit in the role holder's job description. In the event of the long-term absence of the DSL, the deputy will assume all the functions of the DSL as above.

The Manager:

- Ensures that the Safeguarding and Child Protection policy and procedures are understood and implemented by all staff (regardless of role).
- Ensures that all staff have the skills, knowledge and understanding necessary to keep all children safe.
- Maintains a record of all safeguarding training accessed by staff and uses this to identify when training is due for renewal.
- 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 Safeguarding is an agenda at every staff meeting or team meeting.
- Ensures all staff receive prevent Duty training and are able to recognise the signs and indicators of possible extremism and know how to respond in a timely manner.
- 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 all staff are trained to recognise practice which could result in an allegation being made against themselves or a colleague and understand the importance of reporting this, in line with the settings policies and procedures.
- 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
- Appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards the children, 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 setting.

5. Recognising signs of Child Abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. The designated safeguarding lead will ensure all staff understand their responsibilities in being alert to the indicators of abuse, and their responsibility for referring any concerns to the designated safeguarding lead.

Staff are trained to be alert to signs and/or indicators of abuse and neglect which may include:

- Significant changes in children's behaviour
- Deterioration in children's well-being
- Unexplained bruising, marks or signs or possible abuse or neglect
- Children's comments which give cause for concern
- Any reason to suspect neglect or abuse outside the setting
- Inappropriate behaviour displayed by other members of staff, or any other

person working with the children, for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Physical Abuse

Physical abuse is 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

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

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

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

6. Additional Vulnerabilities

Staff are trained to understand that there can be **additional vulnerabilities** for some children including;

- Babies under the age of one year
- Looked after children
- Children with special educational needs and/or disabilities
- Children with mental health needs

Babies under the age of one are always vulnerable because they are totally reliant on the adult (care giver) to have their needs met.

7. Looked after children

A child is **looked after** by a local authority if a court has granted a care order to place a child in care, or council's children's services department has cared for the child for more than 24 hours. There are a number of reasons why children and young people enter care;

- The child's parents might have agreed this – for example, if they are too unwell to look after their child or if their child has a disability and needs respite care.
- The child could be an unaccompanied asylum seeker, with no responsible adult to care for them.
- Children's services may have intervened because they felt the child was at significant risk of harm. If this is the case the child is usually the subject of a court-made legal order.

The person in the setting responsible for liaising with statutory and other agencies involved with looked after children is Sarah Powell

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

Staff understand the additional vulnerabilities that may affect children with special educational needs and disabilities or have mental health needs.

They can be particularly vulnerable to abuse due to the often complex nature of their needs which mean:

- They may have a range of carers who they do not know well
- They may have intimate care needs

- They may require the administration of medication or invasive procedures
- They may have limited communication abilities which means they cannot disclose if abuse is happening to them
- 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 setting works in partnership with parents and other agencies to ensure that children's needs are identified and met.

Health care plans are in place where necessary and staff are provided with any training necessary to implement the plan.

The setting has a lead person who takes responsibility for ensuring that children with special educational needs and/or disabilities have their needs identified and met. This person is the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

Debbie Moreton is the SENDCo for our setting

9. Vulnerable Adults

As a setting we are also aware that some adults are vulnerable and need protecting from harm in the same way that children do.

A vulnerable adult is described as a person aged 18 years or over, who is in receipt of or may need community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

If we have a concern that an adult known to the setting is vulnerable, we will contact:

Warwickshire Adult social Care: 01926 412080

10. Disclosures made by children

A disclosure is often what a child deliberately communicates in words or actions. What staff notice or observe can also amount to a disclosure, whether or not the child intends it as such. Very young children will not have the ability to verbally tell anyone if they are being abused – they will often communicate through their behaviours or by acting out the abuse in play. Therefore it is so important that staff build a strong relationship with each child in their care so that they will be able to recognise when things are not right for the child.

When dealing with disclosures staff **must**:

- Take the disclosure seriously no matter how small it may seem
- Listen to children
- Act on the disclosure

When dealing with disclosures staff **must not**:

- Take photographs of injuries or suspected neglect
- Attempt medical judgement or examination
- Remove a child's clothing or ask them to do so
- Tape record or video an interview

Staff must not carry out an investigation; it is the responsibility of the police or the local authority children's service to carry out an investigation if necessary.

The disclosure **must be recorded** as soon as is reasonably practical so that the record is factual and accurate. The record must be completed on the setting premises and passed to the designated safeguarding lead who will take further action as necessary in line with the Warwickshire Spectrum of Support guidance.

11. Recording Concerns

We use Warwickshire County Council's 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 report any observations or concerns that suggest a child might benefit from early help.

Staff Must

- Record exactly what was heard or seen, including where the disclosure was made and what the child was doing at the time.
- Keep the account factual without expressing an opinion about the disclosure
- Record what the child said (if appropriate) using the exact words that the child used or describe what it was that the child did that raised a concern.
- Ensure the form is completed accurately and in full.
- Sign and date the form and pass on to the designated safeguarding lead without delay.
- Keep the information confidential and share on a 'need to know' basis.

12. Sharing Concerns with Parents

Concerns about a child will be discussed with parents unless to do so would place the child at risk of significant harm. We will ask for parental permission prior to sharing information with other professionals and agencies; however, we may need to share information even if permission is withheld if this is in the best interests of the child. We will share information as necessary, with other professionals and agencies in order to safeguard children.

A copy of our Safeguarding and Child Protection policy is given to all parents at registration. We also share this and wider safeguarding information to parents on our Tapestry platform.

13. Sharing Concerns with the Designated Safeguarding Lead

Staff are trained to share any concerns about a child's safety and well-being with the designated safeguarding lead or a deputy. Staff know that they can contact MASH directly if they have concerns about a child and feel these have not been addressed correctly within the setting.

14. Allegations against staff or Persons in Positions of Trust

We take all allegations of abuse of children by adults who work in the setting seriously and will act on these allegations to protect children. All concerns will be taken seriously, investigated, and dealt with in confidence, on a 'need to know' basis. The settings disciplinary process will be followed in the event of an allegation against a member of staff or the manager.

We follow the **Warwickshire Safeguarding allegations against staff or Persons in Positions of Trust** inter-agency procedure. The full procedure for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in education 2021*. The procedure is applied when there is an allegation or concern that a person who works with children in the setting has:

- 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 he or she may pose a risk of harm to children.

Staff are trained to share their concerns with the manager and complete a 'yellow' concerns form. Parents, visitors and volunteers are also able to raise a concern about staff with the manager. The manager will inform the **Local authority designated Officer (LADO) within one working day**.

Referrals are made on the Position of Trust Multi-agency referral form POT MARF and emailed to the LADO at their direct email address lado@warwickshire.gov.uk and also contacting LADO on **01926 745376**.

LADO will advise the setting of the next steps including whether to inform the child's parents. In some circumstances the parent may need to be informed straight away – for instance if the child has been injured and needs medical treatment.

LADO will advise the setting regarding how much information should be disclosed to the accused person.

The manager is also **required to inform Ofsted** of the allegations and action taken in respect of the allegations. These notifications must be made as soon as reasonably practicable, but at the latest within 14 days of the allegations being made.

In the event that staff are concerned about the **conduct of the manager** they will share their concerns with the registered provider, where the manager is the registered provider, staff should contact LADO directly.

15. Whistleblowing

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Employees are protected in law from dismissal or victimisation so long as the whistleblowing was made in good faith.

In the event that a member of staff feels that they have reported concerns that have subsequently not been acted upon, or feels unable to share these concerns due to lack of confidence that they will be acted upon, fear of victimisation, or, the concerns relate to a senior member of staff, the staff member may 'blow the whistle' with an external agency such as Ofsted, LADO or the NSPCC.

**Protect speak up stop harm <https://protect-advice.org.uk/>
Whistleblowing Advice Line: 020 7404 6609
Ofsted Whistleblowing hotline: 0300 123 3155
NSPCC Whistleblowing hotline: 0800 028 0285**

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

'Early Help' refers to all the support available to children, young people and families before formal intervention. All children, young people and families in Warwickshire are entitled to receive Early Help. It means any signposting, guidance, support or service is offered as soon as a problem starts to emerge, or when it is very likely that a problem

will begin to emerge. This is not additional responsibility but an essential part of the 'day job' for all people working with children and families.

- We recognise that if children and families are offered 'early help' the child and family needs can often be met before the concern escalates.
- We will work in partnership with parents to support them to meet their child's needs.
- We will signpost to other support services or agencies with parental agreement

Keeping Children Safe in Education 2021 emphasises that **all** staff should be aware of the early help process and understand their role in it. All DSLs are trained in the Warwickshire Early Help Processes.

Early help might be simple pastoral support and something the setting is able to address with parents so that the child's needs are met quickly and easily. The setting will keep a record of any such help to record clear targets, actions for all parties including parents/carers and progress, using WCC Pathway to Change documentation as appropriate. Early Help paperwork is available for settings to use in order to support families prior to the requirement of formalised Early Help being initiated. The Spectrum of Support document 2021 will enable practitioners to understand the level of needs presented by families and what support may be required.

It will be necessary to take time to understand a child and family's needs and to fully appreciate their circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond ourselves, where it has been identified that a multi-agency coordinated response would best meet their needs and support their family, with parental consent.

We 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 do not consent to early help, the setting will make a judgement about whether, without help, the needs of the child will escalate. If so, the setting may wish to consult with;

- Targeted Support Officers
- Early Help Social Worker
- MASH Education Lead
- Early Help Team Leaders
- Integrated Front Door (MASH)

Consultations are available in the Integrated Front Door (MASH) for practitioners seeking advice about children they are concerned about. If you have a concern that a child or young person may be in need of protection or significant harm the DSL/lead professional should contact the MASH and submit a referral.

17. Children Missing from Early Education Settings (CMEE)

Nationally there have been a number of serious case reviews following the deaths of very young children who have attended an early years setting and subsequently 'gone missing'. The outcomes from these serious case reviews stress the importance of recognising when a child might be at risk and of taking prompt action.

The setting:

- Records children's attendance daily, along with the reason for any absence.
- Monitors attendance and looks for any patterns that may indicate there is a need for support for the child and family.
- Ensures that we have up to date details for parents/carers including: personal mobile number and email address, employment or training contact number and email address if available, at least one emergency contact number in addition to the above and more contacts if possible.
- Requests that parents/carers inform the setting if the child is going to be absent.
- Reminds parents/carers from time to time that they need to inform the setting of any change to their contact information.

We will follow the steps set out in the Warwickshire County Council CMEE guidance if the child's absence is unexplained and are unable to ascertain that the child is safe and well [child-missing-from-early-education](#).

We will submit a CMEE referral form to Warwickshire Early Years Adviser Team if having followed the necessary steps the child is missing from early education in my setting.

18. Complaints Procedure

Our complaints policy will be followed where a parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or attempting to humiliate them, bullying or belittling a child or discriminating against them in some way. Complaints are managed by the manager and other members of the senior leadership team.

19. Safer Recruitment

Our setting 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 2021*.

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 including unsupervised volunteers engaged in Regulated Activity.

- if offered employment, provide evidence of their right to work in the UK;
- be interviewed by at least two members of the senior leadership team.

The setting maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with Part 3 of *Keeping Children Safe in Education 2021* and guidance issued by Warwickshire County Council.

20. Site security

Visitors to the setting including contractors, are asked to sign into the visitors book. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the settings safeguarding and health and safety regulations to ensure all children are kept safe. The manager will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

21. Confidentiality and Information Sharing

The setting 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)* - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the children, 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 setting 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 2021) states clearly that “*Fears about sharing information **must not** be allowed to stand in the way of the need to **safeguard and promote the welfare 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. Integrated Front Door (MASH) Education Lead).

It is reasonable for staff to discuss day-to-day concerns about children with colleagues in order to ensure that children’s general needs are met in school. However, staff should report all child protection and safeguarding concerns to the DSL or manager

***Keeping Children Safe in Education 2021* emphasises that the DSL or a 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.**

The GDPR and the Data Protection Act 2018 do not prevent setting staff from sharing information with relevant agencies, where that information may help to protect 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 DSL will normally obtain consent from the parents to share sensitive information 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 from a pupil or parent to see child protection records, they will refer the request to the DSL and data protection officer.

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.

22. 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 children we will:

- seek parental consent for photographs or video images to be taken of their child at the time of registration.
- ensure pupils are appropriately dressed; and

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 children and staff, only setting owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities.

Parents are welcome to take still photographs of their **own children only** during school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parents may be asked not to take photographs during concerts/performances in order not to distract children who are performing or other audience members). Parents must not publish (including on social media) photographs of other children inadvertently captured during school events without the express permission of the parents of those children.

Parents are welcome to video record their **own children only** during school activities, subject to the same terms and conditions as for photographs above.

23. Online Safety

Use of the internet presents both opportunities and challenges. There are identified and as yet, unknown risks to children and adults both inside and outside the setting.

- We are aware of the potential risks of children having access to the internet, including cyber bullying, inappropriate distribution of images etc.
- We are aware that children may be exposed to risks outside of the setting and will work with parents to help raise awareness of such risks, and highlight safety features which will prevent children gaining access to inappropriate on-line content in the home.
- We signpost parents to NSPCC website: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety
- We will do all we reasonably can to limit exposure to online risks through out IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- Children will be directed by staff to use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Children's internet use will be directly supervised by staff.
- The DSL will respond to online safety concerns in line with child protection and other associated policies.
- Disciplinary procedures will be implemented in the event that there is intentional access or distribution of inappropriate content by staff whether on their own or the setting's technological devices.

24. Sharing Concerns About A Child To Warwickshire Children's Services

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a MAC (Multi-Agency Contact) form and submitting it to the Integrated Front Door (previously known as MASH) at triagehub@warwickshire.gov.uk. This form can also be completed online.

All urgent child protection referrals – where there is an immediate concern about a child's safety should be made in the first instance by telephoning the Integrated Front door. This should be followed by submission of a MAC as above.

Integrated Front Door : 01926 414144

Or

Out Of Hours (Emergency Duty Team): 01926 886922

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.

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 Integrated Front Door Education Lead via

01926 418608 should they consider that necessary.

25. 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 enquiries 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. In addition, children and young people may be at risk of significant harm from outside of their home environment (extra familial harm), this too could constitute that the child may suffer significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare (child protection or MASE) 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.

26. Risk Assessments

The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

- Children staff and visitors are kept safe whilst on the setting premises
- Access to the setting is via secure entry only and visitors are always escorted by a member of staff
- A range of risk assessments are carried out to ensure that the environment is safe for both children and adults.
- Where risks are identified, action is taken to remove or reduce the risk or hazard

27. Paediatric First Aid Training

- The staff are Paediatric First Aid trained.
- A list of current PFA certificate holders are displayed in the setting.
- At least one person who holds a Paediatric First Aid (PFA) certificate is on the premises and available at all times when children are present. The certificate is for a full course in line with Annex A of the Statutory Framework for the EYFS.
- A current PFA certificate holder accompanies children on outings away from the setting.
- All newly qualified staff gain either full PFA or an emergency PFA certificate within three months of starting employment in the setting.

28. Serious Accident or Injury to, or the death of, any child

If there is a serious accident or injury to, or the death of, any child while in our care, we are required to notify Ofsted as soon as possible and no later than 14 days after in incident.

We are also required to notify the local authority via the multi-agency safeguarding hub (MASH), and to act on any advice given by them or other agencies.

29. Use of mobile phones and cameras and other information technology equipment in the setting

We do not have a dedicated mobile phone in the setting. For the purposes of contacting parents, on outings, or for emergency purposes a member of the senior leadership team may use their personal phone but is not permitted to store any contact information or take photographs/videos using it. Emergency contact details are provided in written form and always kept securely.

30. Acceptable use of ICT

The setting has an Acceptable Use of ICT Agreement, which is signed by all staff.

- Authorised users have their own individual password to access information relating to children.
- Any equipment that can be used to access personal data is locked when unattended to prevent unauthorised access or data breach.
- Any use of setting ICT equipment for permitted personal use is open to scrutiny, monitoring and review by the manager or DSL.
- Personal mobiles, cameras and other equipment such as I-Pads and smart phones capable of taking images are not permitted to be used in the setting at anytime when children are present on the premises.
- Personal devices belonging to staff are kept in the staff room and must be turned off. Staff are only permitted to use such devices during breaktimes when off the premises and away from children.
- Parents and visitors are informed that such devices must not be used in the setting and staff are trained to challenge any person seen to be using a device on the premises.
- We have tablet devices which are used by the staff to record information and take photographs of the children for the children's developmental records and display purposes.
- Photographs will only be taken where we have written permission from the child's parents. We will ensure that all images are stored securely and password protected.

31. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors both outside children's home environments and outside the setting. The DSL, deputy DSLs and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider wider

environmental factors present in a child's life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that

would suggest children may be at risk in the community and will share intelligence with the Police in order to prevent children suffering harm. The setting will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse.

32. Child Sexual Exploitation and Child Criminal Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. **Child criminal exploitation (CCE)** is a form of child abuse. Both occur 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 and/or criminal activity:

- (a) in exchange for something the victim needs or wants; and/or
- (b) for the financial advantage or increased status of the perpetrator(s) or facilitator; and/or
- (c) through violence or the threat of violence
- (d) grooming behaviour

The victim may have been sexually and/or criminally exploited even if the sexual/criminal activity appears consensual. CSE and CCE do not always involve physical contact; they can also occur through the use of technology.

CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health.

Children and young people are often unwittingly drawn into sexual and/or criminal exploitation through grooming which may present as the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation.

33. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation and become victims of modern slavery as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

For further information see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf).

34. 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 perpetrator(s). 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 fmu@fco.gov.uk for advice as necessary.

35. 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 with long-lasting harmful consequences, including difficulties in childbirth.

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

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.

36. Protecting Children from Radicalisation and Extremism

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 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 settings 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 school'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. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

The setting 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 learn about religion, ethnicity and culture.

All 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.

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.

The setting will discuss any concerns about possible radicalisation identified 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 school may offer support to children and their families through the provision of early help as appropriate.

Contact information: prevent@warwickshireandwestmercia.pnn.police.uk

National Counter Terrorism Security Office: 0800 789 321

Reference Documents

Keeping Children Safe in Education (DfE 2021)

Working Together to Safeguard Children (DfE 2018)

Warwickshire Safeguarding (WS) inter-agency safeguarding procedures –
<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

Child Protection Record Keeping Guidance (WCC Education Safeguarding Service)

What to do if You're Worried a Child is being Abused 2015 – Advice for Practitioners (HMG 2015)

Children missing education – Statutory guidance for local authorities (DfE 2016)

Further Information, Advice and Support

For advice and support about any safeguarding matter in school, please contact:

**Education Lead on 01926 418608 or email
mashbusinesssupport@warwickshire.gov.uk.**