



St. Paul's
Nursery
School

Safeguarding and Child Protection Policy

The Governing Body of St. Paul's Nursery School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents/ carers/governors and members of the wider community.

Policy approved by Governors: September 2017

Signature of Chair of Governors:

Date for renewal:

St. Paul's Nursery School Aims

St Paul's Nursery School Aims

We believe that all children should be excited about and enjoy their learning, and should be appropriately challenged in order to make good progress and do the best they can, within a caring and sharing environment.

We aim to provide:

- a setting where children are seen as individuals, where their needs are identified and responded to and where they are given the best possible chance to fulfil their talents
- a safe, happy and secure environment where children can learn to be independent and take responsibility
- a broad, balanced and exciting curriculum, which offers a wide range of opportunities to develop children's abilities in all areas. We want children when they leave nursery, to be happy, self confident young people who will always try their best, have questioning minds and have respect and tolerance for people and the environment around them

- a positive ethos where everyone is valued and achievements, however small, are celebrated and respect and tolerance are expected
- a setting in which fundamental British values are embedded and run throughout the ethos and culture of the school and are practiced in actions.

Policy for safeguarding

Rationale

At St. Paul's Nursery School we are committed to the protection and safety of the children. We recognise that the welfare of all children is paramount and all children have a right to equal protection in the nursery setting. We maintain rigorous procedures for safeguarding children and we expect everyone working within St. Paul's Nursery School to take responsibility for following these procedures and complying with national, and Local Authority Safeguarding policy and guidelines.

The nursery school adheres to all guidelines and legislation as detailed in:

Keeping children safe in education: Statutory guidance for schools and colleges- September 2016

Working together to safeguard children -2015

The School Inspection Handbook – August 2015

Inspecting Safeguarding in early years, education and skills settings- 23rd August 2016

The EYFS Statutory Framework

The Prevent Duty – Guidance for England and Wales – 16th July 2015

We are fully compliant with legislation regarding disqualification by association and safer recruitment including visitors or contractors working in the school.

Purpose of policy

- To provide protection for the children at St. Paul's Nursery School, including the children of staff, governors, visitors, students and volunteers
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

The policy applies to all staff, including senior managers, Governors, paid staff, volunteers, sessional workers, agency staff, students, or anyone working on behalf of St. Paul's Nursery School.

Implementation of the policy at St. Paul's Nursery School

The head teacher must:

- Produce a written policy statement that includes St. Paul's Nursery School's commitment to the protection and safety of the children
- Identify in the policy statement specific procedures for all staff, including students and volunteers, to follow if concerns are raised about any form of abuse or neglect of a child
- Identify in the policy statement specific procedures for all staff, including students and volunteers, to follow if concerns are raised about any disclosure by a child. See Appendix 2

- Ensure that all policy and procedures of St. Paul's Nursery School comply with the local authority CYC Safeguarding Board procedures
- Make sure that a copy of the policy and procedures is available to all staff, working with the children in St Paul's Nursery
- Ensure that all staff, including students, are trained to recognise signs of abuse and know about the process for referral to social services - See Appendix 2
- Ensure that training is included in new staff inductions and that all staff receive regular updates. Maintain a list of safeguarding training attended and keep this filed confidentially in school
- Identify one member of staff as the designated person for matters of safeguarding and child protection. This person should advise and support staff and liaise with other agencies
- The designated lead person with responsibility for matters relating to Safeguarding and Child Protection is **Mrs Claire Rigden**
- The Deputy Safeguarding and Child Protection Officers are **Mary Kendall, Louise Mortimer** and **Sarah Lomas**
- There is a designated safeguarding and child protection officer on site at all times in school
- The designated governor with responsibility for safeguarding and child protection is **Madeleine Boddy**
- Formal training is undertaken every two years by the Lead and Deputies
- Whole staff training is undertaken annually and staff updated regularly with regard to safeguarding items. This could be through staff meetings, briefings, shared training or bulletins
- Safeguarding is a regular agenda item at staff meetings
- The designated person with responsibility for **looked after children** is **Mrs Claire Rigden**

The Headteacher must:

- Identify a clear outline of the procedures used to inform parents / carers of any concerns, and the action taken, as well as the situations in which the parents will be informed. See Appendix 1
- Manage the issue of confidentiality within the setting
- Follow the CYC Local Authority Local Safeguarding Board guidelines and procedures for 'allegations of abuse against a member of staff'.

Our Practice

Our policy applies to all staff, governors, visitors, students and volunteers working in the school. The main elements are:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe
- Ensure our children with SEN are protected and every effort is made to give them a means of communication if they are non verbal to make their wishes and views heard. All staff are trained to support children with alternative communications.

We will follow the procedures set out by the City of York Council Local Authority Local Safeguarding Board and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure that parents / carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notify social services if there is an unexplained absence of a pupil who is on the child protection register
- Contact families if a child does not attend school to check they are safe (if the family has not made contact with the school)
- Adhere to legislation locally and nationally regarding children missing from education (Keeping Children Safe in Education 2016)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations, signed and dated
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but

at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1995 that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. Further guidance is available in Keeping Children Safe in Education: Annex A

Departmental advice:

'What to do if you are worried a child is being abused'- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. **The NSPCC website** also provides useful additional information on types of abuse and what to look out for.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued and respected
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school through our restorative and positive management of behaviour (Behaviour Policy)
- The support of a trained ELSA, who will work with children suffering from anxiety or emotional distress and the advice and guidance of our Well-being Worker who works between our cluster of schools
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Staff responsibilities

All staff **must**:

- ♦ Follow our code of conduct in the setting
- ♦ Follow the Whistleblowing policy if this is the most appropriate course of action
- ♦ Challenge unacceptable behaviour by children or adults and report all allegations /suspicions of abuse
- ♦ Be alert for significant signs of abuse or neglect of any children
- ♦ Take action, following Local Authority and nursery school procedures, if they have any concerns about the abuse or neglect of any children
- ♦ Report and record all concerns
- ♦ Have a clear understanding of appropriate contact with the children
- ♦ Follow the local authority guidelines and procedures for allegations of abuse against a member of staff .

Ofsted to be notified without delay of any allegations of serious harm or abuse by any person living, working or looking after children on the premises and of any alleged abuse which has taken place and the action taken.

Links References and Regulations

Links to other policies:

Organisation:

- Health and Safety Policy
- Special Needs Policy and SEND report
- Working in Partnership with Parents and Carers
- Data protection and confidentiality
- Collecting and dropping off children

Reference to EYFS Statutory Requirements: The provider must take necessary steps to safeguard and promote the welfare of children.

Children Act Regulations: A statement must be kept of the arrangements that are in place for the protection of each child, including arrangements to safeguard children from abuse or neglect and the procedures to be followed in the event of allegations of abuse or neglect.

Children's front door = 01904 551900 (advice, support, info)

Appendix 1 – Safeguarding statement to be signed by parents / carers when their child starts at the nursery school.

Safeguarding Children Statement
St Paul's Nursery School ~ York

Name of Child:

Group:

Reference to EYFS Statutory Requirements

Welfare Requirements Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

All children whatever their age, background, religion or family or family circumstances have a fundamental right to be offered care and protection by those responsible for their safety and wellbeing. Most of the time, this means parents and carers, but when children attend the nursery the responsibility to safeguard and protect children becomes the job of other adults, even if only for a short time.

The nursery school is required by law to safeguard and protect the interests of children placed in our care. We do this by making sure that we have staff that are trained to help any children who may be unhappy or worried, or who may be having difficulties at home. As part of our curriculum, we teach children the importance of taking care of themselves and others and we make sure that children know to whom they can turn to for help and advice if for whatever reason their parents are not able to help.

We encourage children and parents to talk to us or to seek help, if they are worried, just as we will talk to parents if we are concerned about anything to do with their child. There are times when parents may need our support or advice so they can help their child. Support may be available from school, the local education authority and also from social services and other agencies who may also be able to offer assistance. We would not share information with these other agencies or ask them to visit you without your consent.

There may however be occasions when staff have serious worries and believe that a child is at risk of serious harm. St Paul's Nursery School like others must follow the procedures, which are laid down by the local authority and government for protecting children. In these circumstances, we must make contact with the local social service office and share our concern. In most circumstances, we will tell you we are doing this. In social services, there are specialised workers who would then decide how best to help and support the family. If they feel a child is in danger, these workers can also take steps to make sure the child is safe.

Within our nursery school we have policies to ensure that our staff behave properly and professionally towards the children whom they work and so that all staff know what to do if they became worried about a child. Any parent wishing to view this document may do upon request.

(York Local Authority Policy for Guidelines and Procedures)

We take seriously our responsibility to look after the interests of your child, not just because we are required to so by law, but because we recognise that in order to learn and develop, children need to feel safe and they need to feel valued. To this end, we recognise the importance of our role in working with you as parents and with your child.

Discussed with parents / carers on

Date:

Signed:Parent/Carer

Signed:Headteacher

Appendix 1 Recognising signs of abuse

(classifications taken from Keeping Children Safe in Education 2016)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-penetrative acts. 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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse (Behaviour policy).

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites on the following:

- bullying including cyberbullying
- children missing education – Annex A
- child missing from home or care
- child sexual exploitation (CSE) – Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
 - hate
 - mental health
- missing children and adults
- private fostering
- preventing radicalisation – and
 - relationship abuse
- sexting
- trafficking

(Keeping Children Safe in Education 2016)

To ensure there is the best possible response to concern about a child, City of York Children's Front Door is the organisation to contact to speak to a professional.

Level 1 – Emerging Need – The Advice Team

Level 2 – Child in Need – Children's Social Care

Level 3 – Safeguarding – Children's Social Care

Contact telephone number – **01904 551900**

**Emergency number at weekends or bank holidays – 01609
780780**

This information is displayed in the **Headteacher's office** at the back of the nursery and the **staffroom** upstairs.

Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. The government's missing children and adults strategy and the department's children missing education guidance provide information that governing bodies and proprietors will find useful when considering children who go missing from education.

The school follows government and LA guidelines on children missing in education. (Keeping Children Safe in Education Annex A)

Online safety

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. The school is protected by a filter service provided by the LA centrally and our IT provider Vital.

Opportunities to teach safeguarding

Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and guidance and information for parents (School E safety policy).

Responding to what a child tells you

You can show your care and concern for the child by:

Listening carefully to what they are saying

Avoiding asking leading questions

Telling them you believe them

Telling them it is not their fault and that they are not responsible for the abuse but do not promise confidentiality

Letting the child know that you will make a report to the appropriate authorities so that they can help stop the abuse

Telling the child you are pleased they told you

If you suspect abuse, but the child has not told anyone, be aware of the emotional distress that the child may be experiencing

Approach the child in a caring and sensitive manner, and assure them that you are willing to listen and to help if there is a problem

Tell the child you need to tell someone whose job it is to help with these kinds of problems

Report your suspicions to the person in charge of Safeguarding.

Unclear situations

If it is unclear whether a child is suffering or likely to suffer significant harm, discussions should be held with your child protection lead and/or with the Children and Family Services Referral and Assessment Team Manager. If a Manager is unavailable, contact should be made with the Duty Social Worker.

Seeking advice is an essential part of working together and should be encouraged at all times.

Talking to parents and carers

In the majority of cases, it is good practice to be open and honest at the outset with the parents/carers about concerns, the need for a referral, information sharing between agencies and the accompanying need for making an enquiry in respect of whether a child is subject to a child protection plan.

All reasonable efforts should be made to inform parents/carers prior to making the referral. However, a referral should not be delayed if you are unable to discuss the concern with the parents/carers.

Where a child expresses a wish for his or her parents/carers not to be informed, their views should be taken seriously and a judgement made, based on the child's age and understanding, as to whether the child's wishes should be overridden.

There are cases where you should not discuss concerns with parents/carers before making a referral.

Concerns must not be discussed with parents/carers before referral in the following circumstances:

- Where discussion would put a child at risk of significant harm
- Where discussion would impede a police investigation or social work enquiry
- Where sexual abuse is suspected
- Where organised or multiple abuse is suspected
- Where the fabrication of an illness is suspected
- Where to contact parents/carers would place you or others at risk
- Where it is not possible to contact parents/carers without causing undue delay in making the referral.

In such cases, advice should be sought from Children and Family Services/Front Door and/or the police - See Referral Flow Chart in Headteacher's office.

Appendix 3

Responding to allegation made against a school employee

When an allegation or concern is made against a member of school staff, relating to the person's conduct towards a child, the following process must be followed;

- The allegation or concern must immediately be reported to the Senior Manager within the Organisation (SMO). For St Paul's Nursery, this will be the Headteacher
- If the allegation or concern relates to the Headteacher, the matter must be reported to the Chair of School Governors
- If the allegation or concern fits with the scope of the guidance, the Headteacher must report the matter to the Local Authority Designated Officer (LADO) within the same working day
- The LADO will discuss the matter with the Headteacher in order to decide which process should be followed. Where it is believed that allegation falls within the scope of the guidance, there are three possible strands to enquiries that may be initiated:
 - Child protection
 - Criminal enquiries
 - Disciplinary
- If the matter is felt to constitute a criminal offence the police will be informed and a strategy meeting will be held. Likewise if the matter raises questions as to whether a child has been or is likely to be harmed, Children's Social Care will be informed and a strategy meeting will be held
- If the matter is felt to amount to an employment or capability issue the matter will be discussed with the City of York Council Human Resources Department
- Strategy meetings are convened by Children's Social Care and involve the relevant agencies, including the Headteacher. The purpose of the strategy meeting is to agree the strategy of the investigation and to ensure that each agency works together. The meeting will always consider the most appropriate support needed for the child and the alleged person.

Appendix 4

The Prevent Duty

All members of staff have undertaken training on The Prevent Duty and actively promote fundamental British values in the school.

School staff are aware of their duty, under section 25 of the Counter-Terrorism and Security Act 2015 to have due regard for the need to prevent people being drawn into terrorism and to equip them to identify children at risk.

Staff received Prevent awareness training to support them in identifying children at risk of being drawn into terrorism.

As part of our ICT safety we teach children about on-line safety. Filters are in place to ensure children are safe from terrorism and extremist material.

Many aspects of the curriculum (SMSC and British Values) are designed to help educate our children about the threat of extreme views.