

# Lord Street Community Nursery School and Preschool

Education Safeguarding Children Policy

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## **1.0 Introduction**

This document outlines Lord Street Community Nursery and Preschool's safeguarding and child protection policy. It applies to all adults, including volunteers working in or on behalf of the school.

Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings, and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking the appropriate action with the aim of making sure they are kept safe both at home and in the school setting.

We will ensure that parents and our partner agencies are aware of our safeguarding children policy by ensuring that it is mentioned in our school prospectus, displaying information in school reception area/s, by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings.

## **1.1 Aim of Policy**

The aim of this policy is to outline how the school will;

- Promote a positive school ethos where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

## **1.2 Context**

This policy enables Lord Street Community Nursery and Preschool to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Working Together to safeguard Children (2013)
- Derby and Derbyshire Safeguarding Children Procedures Web Version

- Children Act (1989)
- Children Act (2004)
- Information Sharing; Guidance for practitioners and managers (2008)
- Protection of Freedoms Act (2012)
- Keeping Children Safe in Education (2014)

Safeguarding the welfare of children is more than purely child protection; it should permeate all activity and functions. This policy therefore complements and supports a range of other school policies/documents, such as;

- Behavior and Anti-bullying
- SEND
- Health and Safety
- Intimate care
- PSE
- Single Central Record of Recruitment and Vetting Checks
- Complaints Procedure
- Staff Disciplinary and Dismissal
- Grievance
- Whistleblowing Policy
- Thresholds document - Christine

## **2.0 Safeguarding Roles and Responsibilities of School Staff**

Safeguarding incidents could happen anytime and all adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to report/record all concerns to the identified staff with safeguarding responsibilities within the school. The names of these key members of staff are listed at the end of this section.

Staff induction will include organisation vision, aspirations and expectation of all staff and what is considered acceptable and what is not. They will also receive safeguarding training during their induction period and regularly thereafter so they are equipped with the knowledge and skills to keep children safe. We will engender the principle that safeguarding is 'everyone's responsibility'.

## 2.1 Roles and Responsibilities of Governors

The Governing Body will ensure the following:

- The school has an effective safeguarding policy and procedures in place – and they are in accordance with locally agreed inter-agency procedures. When requested they will make sure it is available to parents.
- The school is compliant with safe recruitment procedures and makes sure appropriate checks are carried out on staff and volunteers.
- There are procedures for dealing with allegations of abuse against staff and volunteers which are compliant with locally agreed inter-agency procedures.
- There is a senior member of the schools leadership team (the Designated Senior Person/DSP) who is designated to take responsibility for dealing with safeguarding issues, monitoring safeguarding activity, providing advice and support to other staff, liaising with the local authority and working with other agencies.
- Members of the school Governing Body will undertake training about safeguarding children (see appendix 1) and, where appropriate, safer recruitment training.
- That staff attend safeguarding training, including refresher training appropriate to their roles.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.
- The Chair of the Governing Body (in their absence, the Vice Chair) will be responsible for liaising with the local authority and/or partner agencies as appropriate in the event of allegations being made against the Headteacher.
- Policies and procedures are reviewed annually and provide information about them and how they have been discharged.
- There is an individual member of the Governing Body who will take lead on safeguarding children and champion child protection issues within the school, liaise with Headteacher (and Designated Senior Person) about them, and provide information and reports to governing body.
- The Governor with responsibility for safeguarding, in liaison with the DSP, completes the 'Safeguarding children audit tool' to ascertain that suitable safeguarding arrangements are in place.
- Where the Governing Body provides services or activities directly under the supervision or management of school staff, the schools arrangements for safeguarding apply. Where provided by a separate body the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding children – and there are arrangements in place to liaise with the school on these matters where appropriate.

## **2.2 Roles and Responsibilities of the Headteacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the Designated Senior Person and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other interagency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare is addressed through the curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is subject to a protection plan goes missing (DSCB Safeguarding Children procedures section 13.39).
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date by refresher training every three years (see appendix 1).

## **2.3 The Roles and Responsibilities of the Designated Senior Person (DSP)**

The DSP is a senior member of staff who co-ordinates the schools safeguarding and child protection arrangements. The role of the DSP includes;

Training, knowledge and skills

- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Derby Safeguarding Children Board (DSCB) operates, safeguarding children procedures, particularly the conduct of a child protection case conference; and are able to attend and contribute to these effectively when required to do so.
- Maintain an updated copy of, or link to the Derby and Derbyshire Safeguarding Children Board Procedures and other related local and national documents; and ensure that staff are able to access these.
- Ensures everybody working in or on behalf of the school, has access to and understands the school safeguarding policy, especially new or part time staff.
- Ensure all staff have induction training covering safeguarding and are able to recognise and report any concerns as soon as they arise.
- Ensure that the 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' is shared with all staff and forms part of the induction training for new staff.

- Able to keep detailed accurate, secure written records of referrals and/or concerns.
- Attend any relevant or refresher training courses every two years (see appendix 1). □  
Develop effective links with relevant statutory and voluntary agencies.

#### Referrals, tracking and monitoring

- Refer cases of suspected abuse or allegations to the First Contact Team.
- Act as source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Maintain an overview of all children where there are concerns i.e. children who have an Early Help Assessment, Social Care Single Assessment, Child in Need plan, Child Protection plan, Looked After plan or there is a 'concerns file'.
- Liaise with the Headteacher (where the role is not carried out by the Headteacher) and nominated Governor to inform them of any issues and on-going investigations and ensure there is always cover for this role.

#### Raising awareness

- Ensure the school's safeguarding policy is updated and reviewed annually and work with the Headteacher and Governing Body about this.
- Ensure that parents see copies of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this.
- When children leave the school ensure that their child protection/ safeguarding file is copied for the new establishment as soon as possible (but transferred separately from the main file).

#### **2.4 Roles and Responsibilities of other School Staff**

- Undertakes appropriate training to carry out responsibilities effectively and keep this up-to-date by refresher training every three years (see appendix 1).
- Have an understanding of how the school safeguards and promotes the welfare of children, including the school safeguarding children policy, their role and responsibilities in this and how to report any concerns.
- Temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding children and their responsibilities.

## **2.5 Named Lord Street Community Nursery and Preschool staff with specific safeguarding responsibilities**

- Named person with designated responsibility for safeguarding:  
Christine McCrone - Headteacher
- Named deputy person with designated responsibility for safeguarding:  
Jan Bognar SENCO and Senior Teacher
- Name of Designated Governor: Lisa Bailey

## **2.6 Other Key Safeguarding Contacts (see Web based 'Derby and Derbyshire Safeguarding Children's Board Procedures Manual' Section 6.1 Local Contacts)**

- **Children's Social Care**
  - First Contact Team 01332 641 172
  - Careline (out of hours service) 01332 786 968
- **Local Authority Designated Officer (LADO) 01332 717818**  
Eastmead, 107 Duffield Road, Derby DE22 1AE
- **School Police link officer 0300 122 8719**  
Central Referral Unit  
Butterley Hall, Ripley, Derbyshire DE5 3RS

## **3.0 Safe School Ethos and Culture**

Lord Street Community Nursery and Preschool adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children encouraged to seek help from school staff.

Lord Street Community Nursery and Preschool will therefore ensure that;

- An ethos where children feel secure and are encouraged to talk and are listened to, taken seriously and responded to appropriately is established and maintained.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines i.e. Childline.

- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children and staff are alert to changes in a child's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safe recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children.
- Any groups using school premises for the provision of services to children have their own safeguarding policies, or adopt the school policy.

### **3.1 Safeguarding as part of the Curriculum**

Through PSED and other curriculum opportunities, children are helped to talk about their feelings, the consequences of their own and others' behaviour, to say when they do or don't need help, to form positive relationships with adults and other children and to understand the need for safety

### **3.2 Vulnerable Children**

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are;

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying

- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Are at risk of sexual exploitation
- Do not have English as a first language
- Looked After Children

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

### **3.3 Working with parents and carers**

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children.

Lord Street Community Nursery and Preschool will ensure that;

- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep children safe within the school, locally and nationally.
- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about pupils given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.
- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, apart from the main pupil record and only accessible to key members of staff. Copies of these records will be sent to any school to which the child transfers.

- Where we have reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers first, however there may be occasions where we are not able to do this.

#### **4.0 Taking Action on Safeguarding Concerns**

Key points to remember for taking action are;

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSP by the end of the day.
- If the DSP is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to Children's Social Care.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of the concerns (see Appendix 6).
- Seek support for yourself if you are distressed.

All staff should follow the Derby and Derbyshire Safeguarding Children Procedures; these can be located at [www.derbyscb.org.uk](http://www.derbyscb.org.uk)

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Senior Person with responsibility for safeguarding (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

#### **4.1 If you suspect a child is at risk of harm**

Information about abuse and neglect can be found in Appendix 3. There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using form (appendix 6). If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is disclosed to you'.

#### **4.2 If information is disclosed to you**

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it till the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' maybe your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Senior Person. Otherwise let them know that someone will come to see or contact them before the end of the day.

- Report verbally to the Designated Senior Person.
- Write up your conversation as soon as possible and hand it to the Designated Senior Person.
- Seek support if you feel distressed.

If following your conversation you remain concerned about a child, you should always discuss your concerns with the Designated Senior Person.

Staff must immediately inform the Designated Senior Person if there is:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).

**4.3 Role of the Designated Senior Person following identification of concerns** The Designated Senior Person (DSP) will;

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has previously been subject to a plan, has an Early Help Assessment or is open to a Multi-Agency Team (MAT).
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child further risk of harm (see below).
- If unsure that a child protection referral should be made, seek advice from Children's Social Care.

#### **4.4 Notifying parents**

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

#### **4.5 Referral to Children's Social Care**

The DSP will make a referral to Children's Social Care First Contact Team if it is believed that a child is suffering or is at risk of suffering significant harm. If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an Early Help Assessment to clarify the child's needs / strengths and the supports required and/or make a referral for other services. Full written records of the information that the DSP received, detailing the actions taken or not taken and the reasons for these will be made.

All staff may raise concerns directly with Children's Social Care Services.

#### **4.6 Action following referral**

The DSP or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker.
- Contribute to the Strategy discussion and/or the Strategy meeting.
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend Core Group meetings for any child subject to a Child Protection Plan or Child in Need meeting for any child subject to a Child in Need Plan.
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care.

#### **4.7 Confidentiality and sharing information**

The school will operate with regard to 'Information Sharing: Guidance for practitioners and managers' (2008) DCSF, being mindful of the seven golden rules for information sharing (please see Appendix 4).

Staff should only discuss concerns with the Designated Senior Person, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless by doing so would increase risk.

Records of concerns documentation 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. Safeguarding information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

#### **4.8 Support for those involved in a safeguarding/child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by;

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

#### **5.0 Safer Recruitment and Selection of School Staff**

The school has adopted robust recruitment and vetting procedures that minimise the risk of employing people who might abuse children, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school e.g. volunteers and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding, together with DBS and children's list checks and right to work in England checks.

In line with statutory requirements, underpinned by regulations, the following applies;

- DBS enhanced disclosure is required for **all** new appointments to the school workforce. Enhanced DBS check with barred list info is necessary for staff engaging in 'regulated activity', i.e. is responsible for the care and supervision of children (see page 16 'Keeping Children Safe in Education')
- School governors will not be engaged in 'regulated activity', therefore there is no requirement for an enhanced DBS check (see page 26 'Keeping Children Safe in Education')
- Volunteers may potentially be involved in 'regulated activity' and therefore will be required to obtain an enhanced DBS check.

For students on placement from College or University there will be a requirement to obtain an enhanced DBS check and the school needs to see a form of identification and the original DBS form.

- Keep a single central record detailing a range of checks carried out on staff.
- All new appointments who have lived outside the UK are subject to additional checks as appropriate.
- Supply staff have undergone necessary checks to ensure their suitability for the post.
- Identity checks will be carried out on all appointments before the appointment is made.

## **5.1 'Extended school' and off site arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place.

## **6.0 Allegations against teachers and other staff (including volunteers)**

Safe recruitment practices are vital whenever someone is recruited to work with children however this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

- 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; or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm if they work regularly or closely with children.

Lord Street Community Nursery and Preschool will always follow the Derby and Derbyshire Safeguarding Children Procedures, Section 11, Allegations against Staff, Carers and Volunteers.

### **6.1 If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

### **6.2 Initial actions following an allegation**

- The person who has received an allegation, or witnessed an event will immediately inform the Headteacher and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated (see Appendix 6).
- In the event the allegation is against the Headteacher the matter will be reported to the Chair of Governors, who will proceed as the 'Headteacher'.
- The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police.

- The Headteacher or principle, or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO); see other key safeguarding contacts list on page 7. This discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Headteacher will inform the Chair of Governors of any allegation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- If consideration needs to be given to the individual's employment, advice will be sought from HR.

### **6.3 Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. We must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Appendix 1: Lord Street Community Nursery and Preschool - Recommended Safeguarding Training

<b>Role</b>	<b>Recommended Safeguarding Training</b>
<b>School Governing Body</b>	<p>Safeguarding included in induction.</p> <p>Annual training programme for Governors and Clerks to Governing Bodies (or similar)</p> <ul style="list-style-type: none"> <li>• Safeguarding and Promoting Child Welfare E-learning package, or</li> <li>• Safeguarding children for School Governors training</li> </ul>
<b>Designated Governor</b>	<p>Safeguarding included in induction.</p> <p>DSCB training</p> <ul style="list-style-type: none"> <li>• Safeguarding Children: Inter Professional Working (Group 3)</li> </ul> <p>Annual training programme for Governors and Clerks to Governing Bodies (or similar)</p> <ul style="list-style-type: none"> <li>• School Recruitment Practices E-learning package</li> </ul>
<b>Headteacher</b>	<p>Safeguarding included in induction</p> <p>DSCB training</p> <ul style="list-style-type: none"> <li>• Safeguarding Children: Inter Professional Working (Group 3)</li> </ul> <p>Plus any group 3 or 4 training course outlined in DSCB programme as a refresher every 3 years (if not covering DSP role).</p> <p>Safer recruitment training.</p>
<b>Designated Senior Person</b>	<p>Safeguarding included in induction</p> <p>DSCB training</p> <ul style="list-style-type: none"> <li>• Safeguarding Children: Inter Professional Working (Group 3)</li> </ul> <p>Plus any group 3 or 4 training course outlined in DSCB programme as a refresher every 2 years.</p>
<b>Other staff with safeguarding responsibilities</b>	<p>Safeguarding included in induction</p> <p>DSCB training</p> <ul style="list-style-type: none"> <li>• Safeguarding Children: Inter Professional Working (Group 3)</li> </ul> <p>Plus any group 3 or 4 training course outlined in DSCB programme as a refresher every 2 years.</p>
<b>Whole School Staff Team</b>	<p>Safeguarding included in induction</p> <p>School based group 2 as outlined in the DSCB training programme every 3 years.</p>

Appendix 2: Dates of staff training and details of course title/training provider

<b>Role</b>	<b>Course title</b>	<b>Training provider</b>	<b>Date/s</b>
<b>Governing Body</b>			
<b>Designated Governor</b>			
<b>Headteacher</b>			
<b>Designated Senior Person</b>			
<b>Deputy Designated Senior Person</b>			
<b>Other staff with safeguarding responsibilities</b>			
<b>Whole School Staff Team</b>		<i>Fiona Dilley – Family Support Worker</i>	<i>September 2013</i>

## Appendix 3: What is abuse and neglect? Key definitions

Abuse and neglect are forms 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 a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

### **Physical Abuse**

Physical abuse 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**

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 in so far 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 capacity, 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 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, though it may occur alone.

## **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 a 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**

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. 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)
- Ensure access to appropriate medical care or treatment

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

## **Specific Safeguarding Issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues (see pages 9,10 'Keeping Children Safe in Education' which refers to such issues and gives further information on Child Sexual Exploitation and Female Genital Mutilation).



## Appendix 4: Seven Golden Rules for Information Sharing

**Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.

**Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

**Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.

**Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

**Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

**Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

**Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix: 5 Child Referral Form to Children's Social Care

Sent to: ..... Children's Social Care

<b>REFERRED BY:</b> (print)		Status					
Address:							
Postcode:		Telephone:					
Confirmation of verbal referral: Yes / No		If Yes Date:	Receiving Worker:				
<b>Child / Young Person / Expected Baby details</b>							
Family Name:		Forename:	DOB:				
Gender: M/ F	Disability:		Ethnic Origin:				
Address:							
Postcode:	Telephone:		Mobile:				
Main Address if different from above:							
Postcode:	Telephone:						
<b>Child / Young Person's principal carers / expectant mother</b>							
Name	DOB	Relationship to child	Address	Tel No:	Parental responsibility	Ethnic Origin	Disability
					Yes / No		
					Yes / No		
<b>Other household members (including children and non family members)</b>							
Surname	Forename	DOB	Relationship to child	Concerns	Ethnic Origin	Disability	
				Yes / No			
				Yes / No			
Other contact addresses & Tel No (e.g. Grandparents)							
<b>Agencies Involved</b>							
GP:		Base:		Tel No:			
Health Visitor:		Base:		Tel No:			
School Nurse:		Base:		Tel No:			
School / Day care:							
Others Agencies Involved:							
<b>Is parent / carer aware of referral?</b>		Yes / No	Re referral		Yes / No		
Has consent been obtained to refer?		Yes / No	Date discussed				
If No Reason:							
Has a Common Assessment (CAF) been completed		Yes / No	Date		Lead Professional details:		
Is an Interpreter / Signer required?		Yes / No	Language / method required:				

Additional Information

Additional Information

According to YOUR current knowledge of the family, complete where possible each section with information you currently hold. Be clear and specific about why you feel Children's Social Care involvement is warranted now.

**CHILDS NAME:**

**Child's Developmental Needs** (may include health, education, emotional and behavioural development, family and social relationships, social presentation, self-care skills):

**Parenting Capacity** (may include basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries and stability):

**Family and Environmental Factors** (may include wider family, housing employment, social/community integration – include any worker safety issues):

**Do you believe the information is sufficient to warrant enquiries under the safeguarding children procedures? Is the child at risk of significant harm?**

**Reason for request for Children's Social Care Assessment:**

**Signature:**

**Date:**

*Taken from Derby and Derbyshire Safeguarding Children Procedures (2008)*

## Appendix 6: Concerns Form

Education settings must ensure that volunteers, staff and governors are able to record concerns about:

- The welfare of a child or young person
- The behaviour of a volunteer, member of staff, governor or person connected with the school

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

### **Principles**

A statement should be included on the form used in the setting that confirms:

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Senior Person (DSP). If the concerns are immediate, please tell the DSP straight away."

## Concerns about a child or young person

Child's name:		Date of Birth:	
		Class/Year/Form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
<b>Name of alleged person (s) responsible for the harm</b>			
Not Known			
Pupil in this school/college			
Pupil in another school/college (Please specify)			
Family member			
Volunteer			
Member of staff			
Governor			
Other (Please specify)			
<b>Please Note: A copy of this record must be kept on the personnel file for any volunteer, member of staff, governor or person connected with the school</b>			

**Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?**

Please provide a description of any incidents or anything you have been told by a child, or another person. Remember to make clear what is fact and what is hearsay/opinion. Note the language/terminology used by the child, or adult, and be clear about who has said what. Continue on a separate sheet if necessary.

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**Has any action already been taken in relation to this concern?**

For example child taken out of class, first aid

--

<b>Name of person concerns reported to</b>	<b>Date</b>

<b>Action to be taken / recommendations from DSP</b>

<b>Name of person completing form</b>	<b>Signature</b>	<b>Date and time</b>