

Haven Nursery School and
Children's Centre

Child Protection Policy and
Procedures

September 2016



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Haven Nursery School and Children's Centre - Child Protection Policy

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

Definitions

Within this document:

The umbrella term '**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

Aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to safeguarding children.

Principles and values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child or vulnerable adult is at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.
- Due to the nature of the work of the Children's Centre the policy and related documents considers approaches to safeguarding adults deemed 'vulnerable'.

Leadership and Management

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the Child Protection Liaison Officer (CPLO) if they have concerns about a young person.

CPLO is *Karen Hooper (In her absence Jane Wardner and Roxanne Tourino)* and there is a nominated Safeguarding Governor who will receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body (***Gemma Wright***)

Training

All frontline staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every three years with separate training to all new staff on appointment. The CPLO will attend initial training for their role and then refresh this every two years. This is by attending refresher training after the first two years then demonstrating evidence of Continuing Professional Development thereafter

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training.

Staff Responsibilities

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Listening and responding

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

Record keeping

Any member of staff who has concerns about the welfare of a child must share this information with the CPLO.

- Staff make a brief accurate verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns.
- This report is given to the CPLO who will store the record securely and away from the main pupil records.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.

Reporting

- Staff will notify CPLO of any child on a Child Protection Plan who is absent for two or more days unless there are reasons why this should be reported sooner.
- Staff will report to CPLO any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

Referral

The CPLO will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the CPLO will call children's social care.

Generally the CPLO will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

As a school we will educate and encourage pupils to Keep Safe through:

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- The "Rights, Respect and Responsibility" agenda/ P4C

EXTREMISM AND RADICALISATION

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Haven Nursery School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern, and seeks to protect children and young people against the messages of all violent extremism by adhering to the Prevent Duty Guidance for England and Wales July 2015, and actively promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs through the curriculum.

Dealing with allegations against staff

If a child, parent or staff member should raise concerns about the practice or behaviour of a member of staff (using the policy definition) this information will be recorded and passed to the acting head teacher **Karen Hooper**. The Local Authority Designated Officer will be contacted and the relevant guidance will be followed

If the allegation is against the head teacher, the LADO should be contacted directly so that they can liaise with the governing body's nominated governor.

The responsibilities of the Governing Body

The Governing body is responsible for ensuring

- the school has effective safeguarding policies and procedures in place:
- that the school has a broad and balanced curriculum that incorporates safeguarding
- that national and local guidance is followed including Working together, Keeping children safe (particularly the safer recruitment section) and HSCB procedures
- there is a member of the schools leadership identified as CPLO
- that training is undertaken at the required frequency
- there is a nominated governor for dealing with allegations against the head teacher and a governor with safeguarding lead
- an annual audit of safeguarding is carried out and any concerns are remedied without delay

Legal context

Section 175 (maintained schools) or Section 157 (independent schools and academies) of the Education Act 2002.
Children Act 2004 & 1989

Guidance

Hampshire Safeguarding Children's Board [protocols and guidance](#) and their [procedures](#) (from [Working Together to Safeguard Children 2013](#))
[Keeping Children Safe in Education 2014](#)
[Dealing with allegations of abuse against teachers and other staff 2012](#)

Annual review

As a school, we review this policy annually in line with DfE, HSCB and HCC guidance.

Date Approved by Governing Body:

Date Reviewed by Governing Body:

Next review date:

Date of CPLO Training/Refresher: 19.03.2015

Date of Whole School Training: 24.3.16

Haven Nursery School and Children's Centre Child Protection Procedures

[n.b – these procedures are for staff and do not need to be shared with parents]

Definitions

Throughout this procedure document:

- The umbrella term '**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.
- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity including Governors. If Governors are mentioned it is a specific role of theirs.
- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school, however the policy will extend to visiting students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

Overview

These procedures apply to all staff working in the school. Additional information which is specific to particular roles within the school is included within the Annex. It is important that staff are aware of all the content even if it does not apply to them.

The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of pupils at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and governors.
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Support pupils who have been abused in accordance with their agreed child protection plan.
- Support children with additional needs through early help and external agencies.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children's Board (HSCB) and Hampshire County Council (HCC).

The role of staff

Staff will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- If the disclosure is an allegation against a member of staff they will follow the allegations procedures (Annex 6).
- Follow the procedures set out by the HSCB and HCC and take account of guidance issued by the DfE.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify CPLO of any child on a Child Protection Plan who is absent for two or more days unless there are reasons why this should be reported sooner.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with or signpost them to opportunities to change the situation.
- Liaise with other agencies that support pupils such as Child and Adolescent Mental Health Service, Education Inclusion Service; Primary Behaviour team, Locality Team and the Educational Psychology Service through normal referral routes or the CAF or early help process.
- Ensure they know who the Child Protection Liaison Officer (CPLO) and a deputy CPLO are and know how to contact them.

Senior management team (including CPLO):

- Contribute to inter-agency working in line with guidance (Working together 2013)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a Single Central Register.

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow procedures.

Governing Body

The full role of the Governing body is set out in Annex 13

In Summary, the governing body is responsible for ensuring that:

- The school has effective Safeguarding Policies & Procedures including a child protection policy and a Staff Behaviour Policy (code of conduct).
- HSCB is informed annually about the Discharge of Duties (audit).
- Recruitment, selection and induction follows safer recruitment practice.
- Allegations Against Staff are dealt with by the Head Teacher.
- A member of senior staff team is designated as Child Protection Liaison Officer (CPLO).
- Staff have been trained appropriately and within the refresh schedule.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- They have identified a nominated governor for allegations against Head.

CPLO responsibilities

In this school the CPLO is Karen Hooper (Jane Wardner and Roxanne Tourino in their absence)

In addition to the role of staff and senior management team the CPLO will:

- Assist the Governing Body in fulfilling their responsibilities under Section 175 or 157 of the Education Act 2002.
- Attend initial training for the role and refresh this every two years. This is by attending refresher training after the first two years and then demonstrating evidence of continuing professional development thereafter.
- Ensure every member of staff knows who the CPLO is, is aware of the CPLO role and has their contact details.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the CPLO.
- Ensure that whole school training occurs every three years so that every member of staff, governors and volunteers can fulfil their child protection responsibilities effectively.
- Ensure any members of staff joining the school outside of this training schedule receive a training update prior to commencement of their duties.

- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed.
- Link with the HSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection Procedures

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and an adult, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Annex 2).

If a member of staff suspects abuse e.g. through physical injury etc. or they have a disclosure of abuse made to them they must:

1. Record their concerns
2. Report it to the CPLO / Head teacher immediately
3. The CPLO or Head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if CPLO or Head teacher are not immediately available and professional assistance should be sought. (see point 8 below)
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations.
 - Dates and times of any discussions they were involved in.
 - Any injuries.
 - Explanations given by the child / adult.
 - What action was taken.
 - Any actual words or phrases used by the child.

The records must be signed and dated by the author.

For any non-baby presenting with any bruise the bruising protocol must be followed.

Following a report of concerns from a member of staff, the CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Social Care.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Children's Social Care via the Children's Reception Team (CRT) on 01329 225379 and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family

If the CPLO feels unsure about whether a referral is necessary they can phone Children's Social Care (CRT) to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation.

4. If there is not a risk of significant harm, then the CPLO will either actively monitor the situation or instigate the Common Assessment Framework (CAF) or Early Help process.
5. The CPLO must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form [\[link\]](#) which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The CPLO should also notify Children's Social Care of the occurrence and what action has been taken.
7. Where there are doubts or reservations about involving the child's family, the CPLO should clarify with Children's Social Care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should help the parents understand that a referral is in the interests of the child and that the school will be involved in the S 47 enquiry as per the Children Act 1989 or a police investigation.

8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the CPLO or Head Teacher should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care. The CPLO should seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Children's Social Care and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, Children's Social Care or the police.

When dealing with allegations against staff, governors and volunteers:

The procedure for dealing with allegations can be found in Annex 6 (pg. 22)

Only the Head teacher or nominated governor deal with allegations and so all other staff or governors should

- Report any concerns about the conduct of any member of staff to the Head teacher as soon as immediately as possible and within 24 hours. 'Staff' does include adults in the school from external agencies; those in a temporary, supply or locum basis within the school; and adults not directly involved in face to face work within the school environment.
- If the allegation concerns the **Head teacher**, the information needs to be passed to the LADO immediately so that they may liaise with the nominated Governor for dealing with such matters.

Resources for responding to Safeguarding Issues

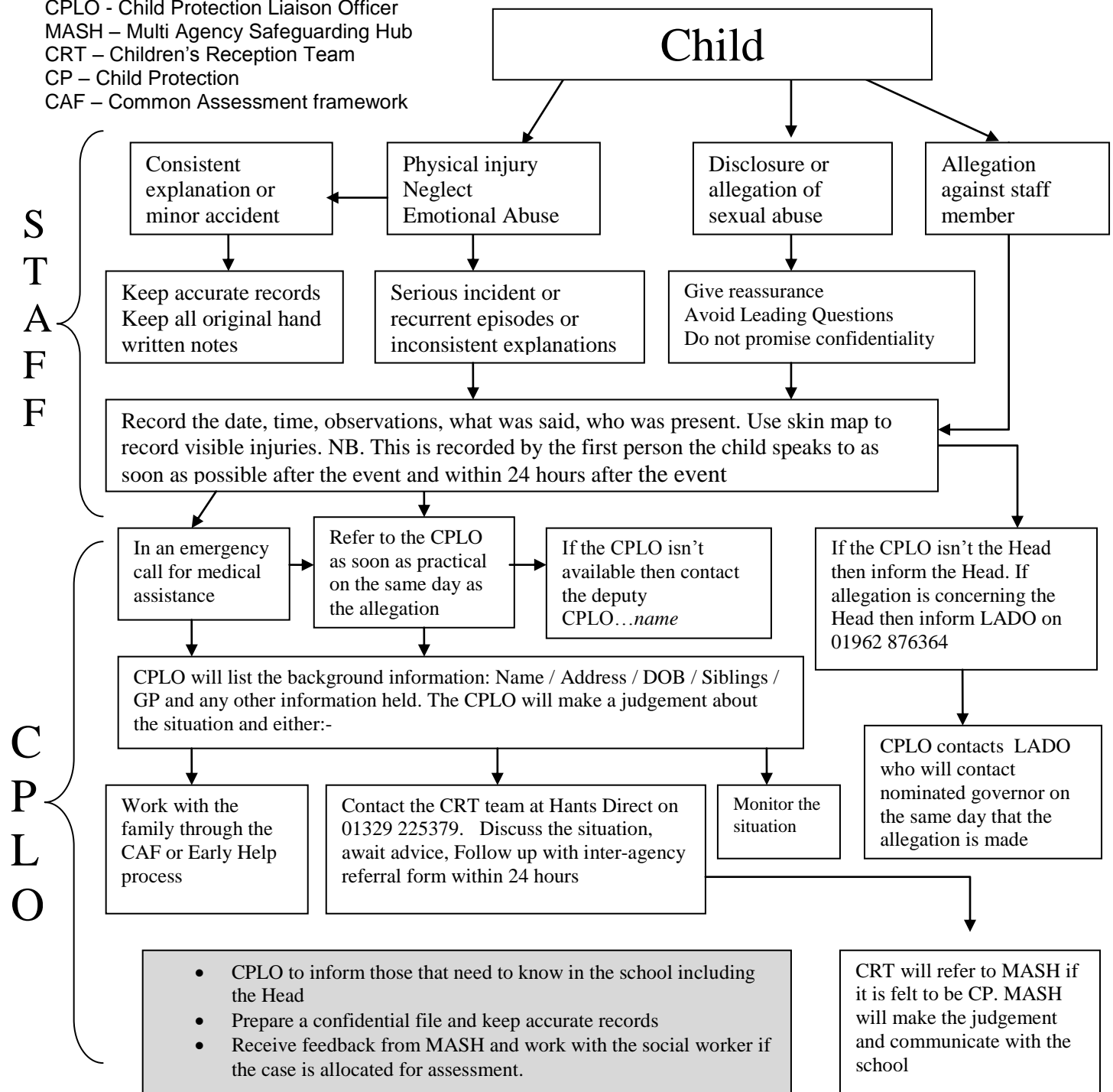
(in line with Ofsted Briefing for section 5 Inspectors on Safeguarding)

Issue	Links to Useful Resources
Health and Safety	http://intranet.hants.gov.uk/childrens-services/cs-healthandsafety.htm https://www.gov.uk/health-safety-school-children
Anti – Bullying and Harassment & Discrimination	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm http://www3.hants.gov.uk/education/hias/healthyschools/themedareas/theme-ehwb.htm#section261481-2
Anti-Racism	http://www3.hants.gov.uk/education/ema/ema-service.htm http://www.cps.gov.uk/northwest/tackling_crime/hate_crime/schools_project_racist_and_religious_hate_crime/
Physical Intervention	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm
Meeting the needs of pupils with medical conditions	See Annex 8 for procedure and safer schools webpage where model policy can be downloaded HSCB bruising protocol http://www.hampshiresafeguardingchildrenboard.org.uk/user_controlled_lcms_area/uploaded_files/4LSCB%20protocol%20brusing%20in%20infants%20who%20are%20not%20independently%20mobile%20revised%20dec%202013.pdf
First Aid	http://intranet.hants.gov.uk/firstaidpolicytemplate_csh_steam_-14.doc https://www.gov.uk/government/publications/first-aid-in-schools
Drug and Substance Misuse	http://www3.hants.gov.uk/education/hias/drug-and-alcohol/supporting-young-people.htm https://www.gov.uk/government/publications/drugs-advice-for-schools
Educational Visits	http://www3.hants.gov.uk/education/outdoor-education.htm
Intimate Care	See Annex 7 for procedure and link to 4LSCB guidance http://4lscb.proceduresonline.com/chapters/g_int_care.html
Internet Safety	http://www3.hants.gov.uk/childrens-services/schoolsandcolleges/esafety http://ceop.police.uk/
School Site Security	http://intranet.hants.gov.uk/childrens-services/cs-healthandsafety/cs-healthandsafetyschools.htm
Safer Recruitment Policy (Safer recruitment is not listed in the Ofsted briefing document, but has been included for ease of reference)	Safer Recruitment Toolkit and Allegations Guidance http://www3.hants.gov.uk/education/eps/child-protection-introduction.htm DBS Guidance http://intranet.hants.gov.uk/eps/eps-crb-guidance.htm & https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions Single Central Record Guidance http://intranet.hants.gov.uk/eps/single-central-record.htm
Issues specific to a local area or population,	https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity DfE safeguarding children https://www.gov.uk/childrens-services/safeguarding-children
Supporting adult	http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years/ https://www.gov.uk/government/publications/prevent-duty-guidance

and children who may be at risk of radicalisation	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Non-moblie babies with bruises protocol	http://www.hampshiresafeguardingchildrenboard.org.uk/user_controlled_lcms_area/uploaded_files/4LSCB%20protocol%20brusing%20in%20infants%20who%20are%20not%20independently%20mobile%20revised%20dec%202013.pdf

Flowchart for Child Protection Procedures

CPLO - Child Protection Liaison Officer
 MASH – Multi Agency Safeguarding Hub
 CRT – Children’s Reception Team
 CP – Child Protection
 CAF – Common Assessment framework



Annex 3

Model Recording Form

Child's Name:

D.o.b.

Name/title of person raising concern:

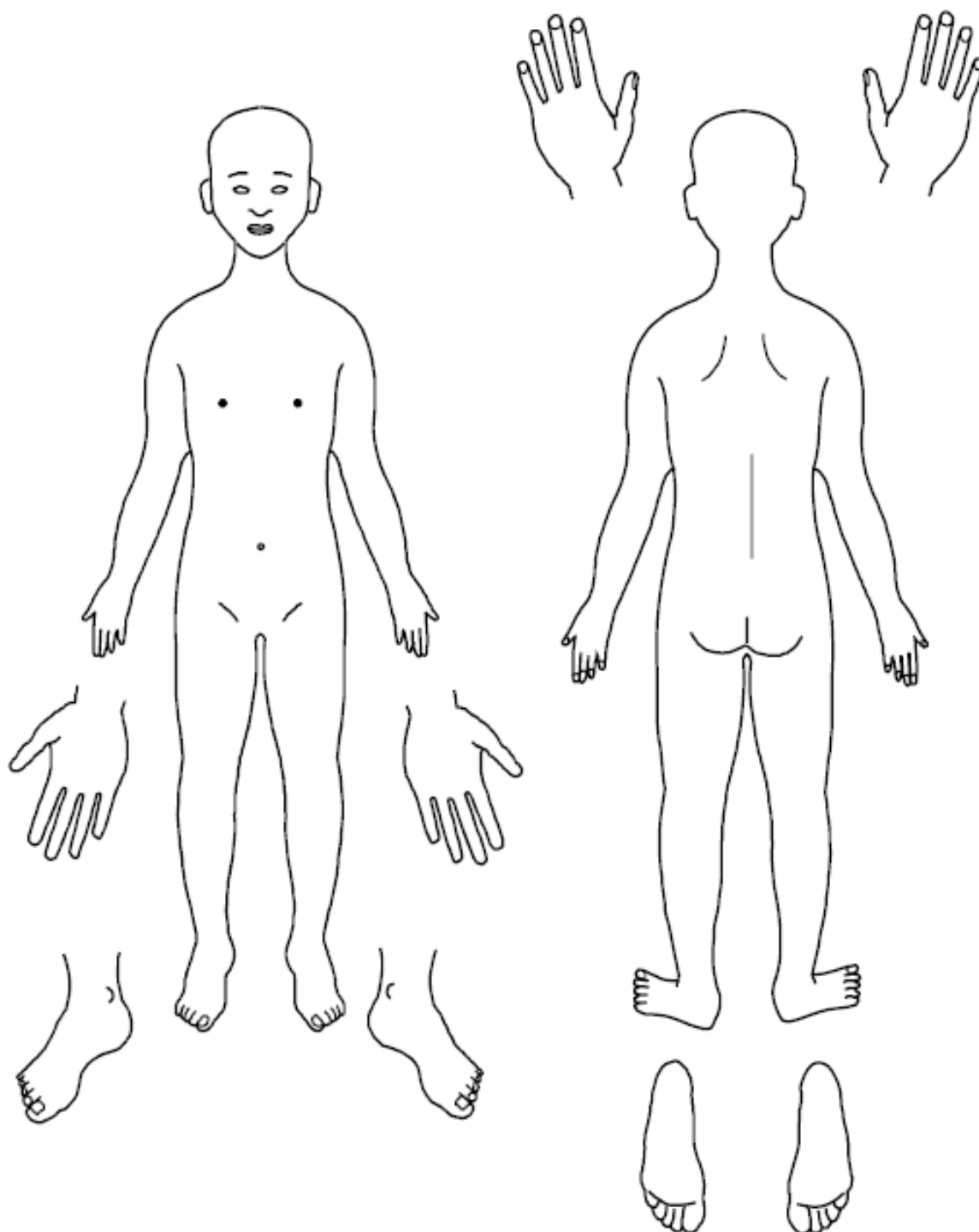
Date and Time	Details of concern	Action taken - To whom and organisation (Has a CAF or referral to Children's Social Care been considered?)	Outcome of action	Further actions required by whom and when	Review Date	Name and signature of person completing entry

Name:

Designation:

Copied to:

Skin Maps



Name of Child: _____

Name of Child:

Date of birth: _____ Date of recording:

Name of completer: _____



Any additional information

Dealing with Disclosures

The guiding principles

All staff should:

- always act where there are concerns.
- seek advice and refer to the CPLO – do not promise complete confidentiality.
- do not investigate but do listen and reassure.

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the CPLO is and who to approach if the CPLO is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Three stages of action

The actions that a member of staff should take can be divided into three stages:

Stage 1: Dealing with the disclosure as it happens; ensuring that the child's immediate needs are met and that they feel supported.

Stage 2: Ensuring that the CPLO is immediately informed.

Stage 3: Ensuring that details are recorded as soon as possible; that they feel satisfied that the disclosure has been followed up and is acted upon appropriately.

Stage 1

When a disclosure is made to a member of staff it is most important that they understand that they do not investigate the disclosure themselves. The disclosure must always be taken seriously and dealt with according to procedures even if the truth of the disclosure is uncertain.

The member of staff should:

- Listen to the pupil, keeping calm and offering reassurance.
- Describe bruises, their colour and size and mark their location on a body map but do not ask a child to remove or adjust their clothing or photograph the injury.
- Allow the child to lead the discussion and to talk freely if a disclosure is made.
- Listen to the child without investigating.
- Avoid using questions such as 'Is there anything else you'd like to tell me?' (which could be construed as a leading question)

- Accept what the pupil says without challenge.
- Reassure them that they are doing the right thing in telling and that they recognize how hard it is for them to tell.
- Seek support for themselves if appropriate

They should not:

- Press for details by asking questions such as ‘What did they do next?’
- Lay blame or criticise either the child or the perpetrator.
- Ask the child to repeat what they said to a colleague.
- Promise confidentiality – but they should explain that the child has done the right thing and who will need to be told and why.

Stage 2

As soon as possible, once the immediate comfort and safety of the child is secured, the member staff should inform the CPLO of the disclosure. If the CPLO is not available then their deputy or the most senior member of staff available should be informed.

It can be particularly difficult to handle a disclosure which involves another member of staff. Staff should be given guidance in case of this possibility, including instances where the allegation is against the CPLO. In such a case the Head Teacher should be informed. Where the designated person is also the Head Teacher then the LADO should be contacted.

The member of staff can make a referral themselves directly if they are concerned about the child’s immediate safety and are having difficulty contacting the designated person or their delegate.

Stage 3

The member of staff receiving the disclosure should note down details as soon as possible. What is clearly etched at the time can become blurred after a few hours. Staff should understand that it is vital that they make clear and concise notes soon after the disclosure in order to complete a more detailed record and incident sheet later. Immediate notes should include:

- date and time
- place and context of disclosure or concern
- important facts provided, e.g. names mentioned.

Wherever possible, staff should record information as it was told to them using the language of the child rather than their own interpretation of it. The school will need to have an agreed format for recording significant incidents like this.

In the case of bruises or observed injuries a body map (a drawing of a body outline, upon which the location of bruises/injuries can be indicated) might be completed. Any records should be copied to the designated person and will be used by them during the referral process.

It is important that staff are instructed to report factual information rather than assumption or interpretation. They might convey their intuitive thoughts but these should be recognised as such and should not form part of the record.

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the CPLO what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the Children's Services Department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Procedure for Allegations against Staff

Principles

- All allegations should be reported straight away to the Head Teacher, principal or proprietor.
- In the absence of the Head Teacher or principal, or in cases where the Head Teacher or principal themselves are the subject of the allegation or concern the report should be made to the LADO
- Once an allegation is made the Head Teacher will contact the local authority designated officer (LADO) on 01962 876364 and the LADO will contact the nominated governor.

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school or education setting for under 18s:

- **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 he or she would pose a risk of harm if they work regularly or closely with children.**

All staff, governors and volunteers working in schools are expected to pass on any concerns about the safety of children.

In dealing with allegations or concerns against an adult in the school all staff, governors and volunteers must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher as soon as possible and within 24 hours
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO, as soon as possible and within 24 hours.
- In either event the Local Authority Designated Officer should be contacted on 01962 876364

Safe Working Practice

All members of staff and volunteers will be asked to sign this code of practice as part of their induction. They will be expected to abide by it at all times. It is important that adults conduct themselves in a way which minimises the risk of finding themselves the subject of a child protection or criminal allegation.

All staff, governors and volunteers should:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for your role
- Avoid unnecessary physical contact with children. If physical contact is made:
 - ensure you are aware of and understand the rules concerning physical restraint
 - where it is essential for educational or safety reasons, gain pupil's permission for that contact wherever possible
 - to remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Head Teacher
 - it should not be secretive, even if accidental contact was made, it should be reported.
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to;
 - accepting regular gifts from children
 - giving personal gifts to children
- Recognise their influence and not engage in activities out of school that might compromise their position within school,
- Not establish or seek to establish social contact with pupils outside of school. This includes;
 - communication with pupils in inappropriate ways, including personal e-mails and mobile telephones
 - passing your home address, personal phone numbers, e-mail address or other personal details to pupils/children
 - the transportation of pupils in your own vehicle without prior management approval
 - contact through social networking sites or other internet based communications.
- Avoid volunteering to house children overnight.

All staff, volunteers and governors should:

- Only use e-mail contact with pupils via the school's system.
- Be careful about recording images of children and do this only when it is an approved educational activity. This can only be done on a device owned by the school when parents have given their express permission. Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school policies.

- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy.
- Only arrange to meet with pupils in closed rooms when senior staff have been made aware of this in advance and given their approval.
- Not access inappropriate material via the internet
- Not allow boundaries to become blurred and unsafe in more informal settings such as trips out, out of school activities etc.
- Never use a physical punishment of any kind.

Informing the Head Teacher

All staff, volunteers and governors should inform the Head Teacher if:

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child.
- There is any suggestion a pupil may be infatuated with you or taking an above normal interest in you.

If a member of staff is the subject of concerns or allegations of a child protection nature they should contact their professional association or trade union for support.

For more information on safe working practice see “Guidance for Safer Working Practices for Adults who Work with Children and Young People” (AMA 2009) [\[link\]](#)

I confirm that I have read and understood this code of practice.

By signing this form I am agreeing to abide by the expectations and to follow all guidance.

Name:

Role:

Signature:

Date:/...../.....

Intimate Care

As a school we follow the guidance for good practice set out by Hampshire Safeguarding Childrens Board below

Guidelines for good practice (adapted from the Chailey Heritage centre)

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The 4LSCBs believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be the child's key person or someone they have formed a close attachment with.
2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there?"; "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals.
5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be

carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.

6. If you are concerned that during the intimate care of a child:
 - You accidentally hurt the child;
 - The child seems sore or unusually tender in the genital area;
 - The child appears to be sexually aroused by your actions;
 - The child misunderstands or misinterprets something;
 - The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated "invasion" of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they

fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

The above is taken largely from the publication 'Abuse and children who are disabled: a training and resource pack for trainers in child protection and disability, 1993'.

This guidance can be read in full at

http://4lscb.proceduresonline.com/chapters/g_int_care.html

Safeguarding vulnerable adults

Haven offers a number of services for adults. This policy appendix considers strategic approaches to safeguarding those adults deemed 'Vulnerable'.

A vulnerable adult is defined by the Law Commission as:

Someone of 18 years or over who:

- may be in need of 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.

("Making Decisions" Lord Chancellor's Department 1999)

Definitions of Abuse, Harm And Neglect

These are included in the in full child protection policy for children.

Definitions to assist in the identification of abuse for adults:

"Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it."

(Department of Health 2000) The following main different forms of abuse have been identified:

Physical abuse

Including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.

Sexual abuse

Including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressured into consenting. Sexual abuse might also include exposure to pornographic materials, being made to witness sexual acts and encompasses sexual harassment and non-contact abuse.

Psychological abuse

Including emotional abuse, threats of harm, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks

Financial or material abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits

Neglect and acts of omission

Including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating

Discriminatory abuse

Including racist, sexist, that based on a person's disability, and other forms of harassment, slurs or similar treatment.

Any concerns should be reported to the Children Centre Leader. Direct calls can be made to Adult Services if she is unavailable and concerns are significant.

Telephone us for advice and referral

The helpline is staffed by specialists who can help and support you in accessing adult social care, arrange care and carer assessments and financial assessments:

- **0300 555 1386** between 8.30am to 5pm Monday - Thursday and 8.30am to 4.30pm on Friday
- **0300 555 1378**
- after 5pm until 8.30am Monday - Thursday, 4.30pm Friday to 08.30am Monday and all day on Bank Holidays
- **01329 225398 - local number**

Briefing Sheet for Temporary and Supply Staff

For supply staff and those on short contracts in *Haven Nursery School and Children's Centre*

While working in Haven Nursery School and Children's Centre, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Child Protection Liaison Officer (CPLO), who is June Smith or Karen Hooper and can be found in the small office off of the staff room.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental.
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- observing behavior that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the CPLO. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in *location* .

Remember, if you have a concern, discuss it with the CPLO.

How to protect yourself from unfounded allegations of child abuse in the workplace

Only staff or volunteers with an enhanced CRB disclosure to take children to the toilet or change nappies.

Wherever possible, carry out intimate tasks for children (changing underwear, etc) in the presence of other staff, or with their knowledge.

Do not touch or pick up a child who does not want to be touched or picked up, staff should use their discretion in the case of a child who is in danger of harming themselves or another child. **All staff should be fully aware of the Centre's Restraint Policy.** This does not mean that staff should not comfort a child who is distressed or 'needs a cuddle'.

Inappropriate touches from children or other behaviour that makes you feel uncomfortable should be reported at once to your Line Manager.

Do not ask children to keep secrets.

Managing children's challenging behaviour should never involve handling a child roughly or raising your voice – **all staff must be completely familiar with and follow the Centre's Behaviour Policy.**

Ensure all accidents and incidents are recorded, signed and dated by those present and countersigned by the parent/carer.

Record any injury or mark that a child arrives at the Centre with.

Before taking photographs of children, please ensure that the appropriate consent form has been signed. Personal mobile phones must be kept in lockers and not used for taking children's photographs in the Centre. When not in use, cameras (including disposables) should be kept in a secure place and memory cards never taken off the premises.

Ensure that in the event of a complaint, the incident is recorded, signed and dated by all involved.

Legislative framework

This is a brief overview of the Legislation and Guidance that staff can refer to if they want more information

United Nations Convention on the Rights of the Child (1989)

This is an international agreement setting out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The Convention refers to all children up to the age of 18 years. In relation to safeguarding children, it states that:

- the best interests of the child should be a primary consideration when action is taken concerning them
- children are to be protected from all forms of discrimination
- every child has the inherent right to life, survival and development
- children should not be punished cruelly or in a way that belittles them
- children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

Children Act 1989

The Children Act 1989 came into force in October 1991. It brought together legislation on caring for and protecting children and is still the framework for safeguarding children and promoting their welfare. The Children Act 1989 is underpinned by the following principles:

- **welfare principle** – the child's welfare is the paramount consideration in any decision which affects them.
- **parental responsibility** – replaces parental rights. Parents share parental responsibility with the local authority for a child in care.
- **partnership** – professionals and families must work together for the welfare of children
- **the child's voice** – a child's wishes and feelings should be sought and taken into account in making decisions affecting them (if they are old enough to understand).
- **family is best** – a child's own family is the best place for a child to be brought up.
- **no order principle** – a court order should not be made unless it is needed to improve the child's life.
- **diversity issues** – racial, cultural, religious and linguistic background must be taken into account in all decisions.

The main safeguarding provisions of the Act are:

- **child protection (s47)** – a local authority has a duty to investigate if a child is thought to be suffering, or is likely to suffer, significant harm.
- **children in need (s17)** – a local authority has a duty to assess and provide services for a child in need if parents wish it.
- **inter-agency working** – health, education and other public sector agencies are required to assist children's social care in safeguarding and promoting the welfare of children.
- **court orders** – a court can order a child to be taken into care or to be under a supervision order. It can also order a child to be given emergency protection or to be assessed.

Adoption and Children Act 2002

Section 120 extends the definition of significant harm so that actually witnessing violence can also constitute harm.

Children Act 2004

The Act puts into practice the proposals for legislation set out in the Green paper *Every Child Matters* (Cm 5860, 2003), including the creation of a Children's Commissioner for England. It proposed a national framework of change for children focusing on five outcomes:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being.

The Act made it statutory to safeguard and promote the welfare of children across all statutory agencies except education (where it was already statutory – Education Act 2002, s175 and s157). It set up local safeguarding children boards (LSCBs) to oversee the safeguarding of children, and required local authorities to produce annual children and young people's plans and appoint directors and lead members of children's services.

Human Rights Act 1998

The Human Rights Act applies the European Convention on Human Rights to UK law. Article 8, which covers respect for private and family life, limits state intervention in family life, which must be "...in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others." This ensures that a child's right to protection overrides a family's right to privacy. Article 3 covers the rights of an individual to be free from torture and inhuman and degrading treatment. It effectively imposes an obligation on the authorities to take preventative measures to protect a child at risk of harm.

Data Protection Acts 1984 and 1998

These Acts relate to the recording of information, including information about children. Under the 1998 Act personal information must be obtained fairly and processed lawfully. This information can be shared only in certain circumstances and it has to be accurate, relevant and kept securely. In certain circumstances, the Act allows for disclosure of personal information without the consent of the subject, including that "...for the purpose and detection of crime, the apprehension or prosecution of offenders or when a failure to disclose information could place the protection of children, young people or vulnerable adults at risk." This is particularly relevant where an organisation or employer holds information about someone who could pose a risk to children.

Sexual Offences Act 2003

This provides a comprehensive legislative framework for sexual offences. It covers offences against adults (including people with mental disorders), as well as offences against children and sexual offences within the family. It also makes amendments to the laws governing the sex offenders register by introducing a requirement for those cautioned or convicted of specific categories of sexual offences to inform the police of their name and address and any changes to those details. The Act also covers specific offences relating to the *abuse of trust* which applies when the child is under 18. These offences include:

- sexual activity with a child
- causing or inciting a child to engage in sexual activity
- engaging with sexual activity in the presence of a child
- causing a child to watch a sexual act.

The Act lists occupations to which the abuse of trust laws apply. These include staff working in:

- institutions looking after children detained under a court order – e.g., a young offenders institution
- accommodation provided by local authorities and voluntary organisations under statutory provision
- hospitals, clinics, care homes, children’s homes and residential family centres
- educational institutions.

The Act allows for a preventative order to be made to protect children from harm. This includes stopping offenders from visiting places where children may gather – e.g., parks and recreation grounds.

Education Act 2002

Section 175 of this Act introduced a new statutory duty on local education authorities, maintained and independent schools and further education institutions to ensure that their responsibilities are carried out with a view to safeguarding and promoting the welfare of children and young people.

Guidance

This section deals with government guidance to agencies on safeguarding children and young people.

Working Together to Safeguard Children (HM Government, 2013)

This document is the main national reference for safeguarding. It provides guidance on how agencies should work together to protect children. It covers the roles and responsibilities of all professionals who come into contact with children through their work and describes the child protection process. It replaces the 2010 guidance with the same title. [\[link\]](#)

What to Do if you’re Worried a Child is Being Abused (HM Government, 2006)

This practice guidance was issued following the inquiry conducted by Lord Laming into the death of Victoria Climbié. It spells out the processes to be followed when there are concerns about a child’s welfare, including their safety, and provides clear expectations of everyone working with or coming into contact with children and their parents or carers. [\[link\]](#)

Keeping Children Safe in Education (Department for Education , 2014)

Linked to the Education Act 2002, this guidance sets out the legal duties schools and further education colleges to safeguard and promote the welfare of children, and provides safeguarding guidance for all staff (part 1), safer recruitment, dealing with allegations and an overview of the role of Designated Safeguarding Lead (CPLD) [\[link\]](#)

Information Sharing – practitioners’ guide (HM Government, 2006)

This guidance explains the principles which should govern the sharing of information between staff and agencies. It includes six key points to guide practitioners and can be found at [\[link\]](#)

Safeguarding – requirement for Governors

(for more information see the Governors Handbook - [Link.](#))

Safeguarding and promoting the welfare of pupils

General duty

Section 175 of the Education Act 2002 places a duty on the governing bodies of maintained schools, and regulations under section 157, about safeguarding pupils in Independent Schools (which include academies) requires academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

Statutory guidance

'Keeping Children Safe in Education', places statutory requirements on all governing bodies, which must make sure their school has policies and procedures in place and take into account any statutory guidance issued by the Secretary of State, any LA guidance and locally agreed interagency procedures.

Educational settings have a central role to play in the early identification of any welfare concerns about an individual child, additional needs they might have and indicators of possible abuse and neglect. To be effective, all schools should work with other organisations, share and receive information about individual children in order to protect them from harm. All schools should have regard to the guidance set out in Working Together to Safeguard Children, 2013.

Allegations against staff and volunteers (see appendix 6)

Employers have a duty of care to their employees. Governing bodies should make sure that the school provides effective support for anyone facing an allegation. They must also provide them with a named contact within school if they are suspended. If an allegation is made the headteacher, chair of governors or chair of the management committee (the 'case manager') should immediately discuss the case with the LA Designated Officer (LADO). This initial discussion allows the LADO and case manager to consider the nature, content and context of the allegation and agree a course of action.

Statutory guidance 'Keeping Children Safe in Education' sets out the procedures all schools must have in place for dealing with allegations.

The procedures should make it clear that all allegations should be reported straight away, normally to the headteacher. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the headteacher, or in cases where the headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the LADO responsible for providing advice and monitoring cases.

Chairs of governing bodies are expected to work with the headteacher (unless the allegation concerns the headteacher) and LADO to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been substantiated, the chair should work with the LADO and headteacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

It is helpful if all governing body members have training about safeguarding, whether the governing body acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governing bodies should make sure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding issues (CPL0); providing advice and support to other staff; liaising with the LA; and working with other agencies.

Safe recruitment procedures

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

The governing body of a maintained school may delegate all of its functions relating to staff employment in schools with the exception of: Regulation 4 of the School Staffing (England) Regulations 2009 which includes making sure that safer recruitment procedures are applied.

Employment checks

When making appointments, governing bodies and academy trusts must take into account the requirements of equalities legislation and best employment practices.

Once the governing body or academy trust has chosen a preferred candidate, and before any appointment is made, it must:

- check the identity of the candidate;
- their right to work in the United Kingdom and whether the candidate has the necessary health and mental fitness to teach; and
- whether any reasonable adjustments are required to allow teaching staff to provide effective and efficient teaching.

Governing bodies and academy trusts should also:

- take up references from the applicant's current or former employer; and
- consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.

For the majority of work in schools, governing bodies and academy trusts must obtain, for all new appointments, an enhanced Disclosure and Barring Service (DBS) check before, or as soon as practicable after appointment, and a barred list check before appointment if the work is within the scope of 'regulated activity' relating to children from the DBS website. The current statutory guidance 'Keeping Children Safe in Education' provides a

chapter on the checks required. Governing bodies will usually make the request for the DBS checks through their LA, which acts as an umbrella body for the DBS; academy trusts will have their own umbrella body arrangements.

The governing body or academy trust is required to carry out additional checks if the applicant has lived outside the UK. Employers have a duty to check potential employees' documents before employing them, to ensure they have the right to work in the UK. UK Border Agency website

The governing body or academy trust must reassure itself that all appropriate suitability checks have been undertaken and that the school keeps a single central record, detailing the range of checks it has carried out on its staff.

The barred list check is a check that the person is not barred from 'regulated activity' – work that a barred person must not do. From September 2012, the amended definition of regulated activity in relation to children comprises, in summary:

unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle that is being used solely for the purpose of transporting children and their carers/escorts;

Schools **must** refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals is provided by the DBS.

What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2013). In addition to these definitions, it should be understood that children can also be abused by Honour Based Violence, Forced Marriage or Female Genital Mutilation

What is abuse and neglect?

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. They may be abused by an adult or adults, or another child or children.

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

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

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Indicators of Abuse

NEGLECT

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if your worried a child is being abused* 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

EMOTIONAL ABUSE

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes

- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

PHYSICAL ABUSE

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 4) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical Abuse / Factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.

- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette.
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

SEXUAL ABUSE

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to Child Sexual Exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Staff and volunteers should be alert to behaviour changes in children or vulnerable adults that could suggest they are at risk of being radicalised.

Staff/Student/Volunteer Procedure Notice – Use of Cameras

Photographs taken for the purpose of recording a child's or group of children's learning or celebrating their achievements is an effective form of recording in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Staff should be aware of the following guidance:

Only children with written parental consent will be photographed;

Only the designated nursery cameras to be used to take photographs within the Centre or on outings – personal mobile phones must never to used for photography in the Centre;

Images taken must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress;

All staff are responsible for the location of the cameras; they should be placed within a lockable cabinet when not in use;

The cameras must be locked away at the end of every session;

Images must be downloaded on site and erased from the camera as soon as possible;

Under no circumstances must cameras of any kind be taken into bathroom areas without prior consultation and permission of a senior member of staff;

If photographs need to be taken in a bathroom area, ie photographs of children washing their hands, staff must be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Failure to adhere to the contents of this procedure notice will lead to disciplinary action being taken.

HAVEN NURSERY SCHOOL AND CHILDREN'S CENTRE

Staff/Student/Volunteer Procedure Notice – Use of Mobile Phones

Whilst it is accepted that staff will bring their mobiles to work, we believe it is our duty to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

We also believe that staff should be completely attentive during their hours of work to ensure all children receive the highest quality care.

In order to achieve these aims, the following procedures are in place:-

- Mobile phones are not to be used for photography within the Nursery;
- Mobile phones should be stored in lockers at all times during working hours and turned off or on 'silent mode';
- Mobile phone calls may only be taken during staff breaks or in staff members' own time;
- If staff have a personal emergency they may use the Centre's phone or make a personal call from their mobile in the designated staff area;
- Staff must ensure that personal contact information held in the main office is up to date, and that they make their families, children's schools, etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member;
- Visitors to the Centre will be asked to turn off their mobile phone before entering the nursery or coming into contact with children in our care;
- During group outings nominated staff will have access to a mobile phone, which is to be used for emergency purposes only;
- It is the responsibility of all members of staff to be vigilant and report any concerns to their Line Manager;

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Who's Who and Useful Telephone Numbers

Key Personnel	Name (s)	Telephone No.
CPLO(s)	June Smith Karen Hooper In their absence Julie Caldwell or Jane Wardner	01329232095
Named Governor for Safeguarding / Chair of Governors	Gemma Wright Kerrie Mills (Chair)	
HantsDirect Professionals Line (for all referrals into social care)	Childrens Referral Team	01329 225379
Out of hours Social Care		0845 600 4555
Police		101 or in emergencies 999
Safeguarding Advisors / Local Authority Designated Officers (LADOs)	Barbara Piddington Eric Skates Mark Blackwell	HCC Safeguarding Unit 01962 876364
Children's Service Department District Manager	Tony Lee	01329222601
Locality Team or Early Help Hub Manager	Steph Morley	01329820330