

## Child Protection and Safeguarding Policy

Kintore Way Nursery School and Children's Centre is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), and the guidance contained in "[Working Together to Safeguard Children](#)", the statutory requirements of the "[Early Years Foundation Stage](#)," the DfE's statutory guidance "[Keeping children safe in education](#)", Ofsted Guidance and procedures produced by the London Safeguarding Children Board ([LSCB](#)) and the Southwark Safeguarding Children Board ([SSCB](#)). We also have regard to the advice contained in DfE's "[What to do if you're worried a child is being abused](#)" and "[Information Sharing – Advice for practitioners](#)". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

We will ensure that all staff read at least Part one of DfE guidance "[Keeping children safe in education](#)" and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

### Policy Aims

The purpose of this policy is to:

- Identify the names of responsible persons in the school and Centre and explain the purpose of their role
- Describe what should be done if anyone in the school and Centre has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping and confidentiality
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored and updated
- This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

Managing Child Protection Allegations Against Staff, Positive Behaviour Management, Equality, Diversity and Disabilities, Health and Safety, Teaching and Learning, Equality Statement, Code of Conduct, Parents Handbook, Whistleblowing, Medicines and Health, Medical Needs, Anti-Bullying, Admission, Attendance and Transfer, Sex and Relationships, SEND, Food, lone working, supervision, missing child, E-safety Digital Media and Internet Access, risk assessment, Respect at Work, Single Central Record Guidance, Recruitment, selection and Induction.

## Prevention

Kintore Way Nursery School and Children's Centre aims to support parents from pregnancy. We work in a holistic way to ensure parents access ante, peri and post natal services and support. The Centres family services promote healthy, secure and loving attachments between child and parents. Early intervention is paramount. The Early Help localities team can provide additional support for parents and young children through the Common Assessment Framework (CAF).

Each child who attends the under threes or the Nursery School is linked with a key person, who has special responsibilities for giving them reassurance and building relationships with their parents and carers. Staff recognise their professional role to intervene actively where 'clues' to poor attachment are noted.

Staff should be able to respond appropriately to significant changes in a child's behaviour, deterioration in their general wellbeing, unexplained bruising, marks or signs of possible abuse, neglect and comments children make which give cause for concern. The aim is that everyone will feel confident about sharing any concerns that they may have about their own safety or the well-being of others.

## Good Practice

To meet and maintain our responsibilities towards children the School agrees to the following standards of good practice:

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, nappy changing, cleaning faces, administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

## Recognising Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

## General Signs of Abuse

Abused children may be afraid to tell anybody about the abuse. Whilst the following signs do not necessarily mean a child is being abused, they probably indicate that the child or family is having some problems and should be investigated:

- Changes in personality
- Outbursts of anger
- Changes in eating habits
- Showing an inexplicable fear of particular places or avoiding particular people
- Self-harming (includes head banging, scratching, cutting)
- Not receiving adequate medical attention after injuries
- Showing violence to animals, toys, peers or adults
- Knowledge of 'adult issues' e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious
- Regular flinching in response to sudden but harmless actions e.g. someone raising a hand quickly.

Whether or not a child's behaviour is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children aged 0-5.

- Doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.
- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

## 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.

## Indicators

Physical signs can include; bruises in frequent or in unusual places where accidental injuries are unlikely to occur such as thighs, shoulders, chest or back, face, or any bruising to pre-crawling, pre-walking children, bruises in or around mouth – especially in babies or toddlers, burns, bone fractures, serious injuries with no adequate explanation, frequent accidental injuries, delay in getting treatment for a child's injury, or leaving injuries untreated.

Behaviour signs can include; aggressive behaviour in children, restlessness or hyper-activity, fear or over-anxiety to please. A child may have frequent absences from school. A child may respond to caregivers with resistance to being comforted, or show 'frozen watchfulness' – a heightened awareness by children anticipating further abuse. These behaviour signs may apply in any of the forms of abuse.

## Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as 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, 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.

### **Indicators**

Children suffering from emotional abuse may show signs of developmental delay. A child may be withdrawn, excessively quiet, show sadness and/or extreme emotional outbursts. A child may appear over-affectionate towards strangers or people they haven't known for long. They may lack confidence and can be often wary or anxious. Child displays lack of attachment to parent e.g. when being taken to or collected from nursery etc. Child is frequently aggressive or nasty towards other children and animals. Awareness by outsiders that parent/s or carer/s seldom interact with, or talk to the child.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

#### **'Normal' sexual behaviour in children**

- Kisses and hugs others.
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

### **Indicators**

Physical signs - There may be **none** but could be pain, physical discomfort or unusual discharge, signs of urinary tract infections (UTI) or sexually transmitted infections (STI).

Behavioural signs – Talking about sexual acts or using sexually explicit language. Child having sexual contact with other children. Using toys or objects in a sexual way. Child becoming withdrawn or clingy. Knowledge of smells, tastes, physical sensations involved should cause concern. Fear about being left with certain person/s or fear of bedtimes.

### **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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Indicators**

Child is significantly underweight but eats well when observed. Child appears frequently hungry e.g. stealing food from other children's lunches at school. Very tired, pale. Personal hygiene is poor e.g. the child is dirty or smelly. Child has delayed language or motor development. Other signs of physical neglect; rotten teeth, frequent and untreated nappy rash, immunisations are not up to date, poor/inappropriate clothing, failure to care for child with special medical need, missing medical appointments. Children are left unsupervised in home setting or when out of doors. Child shows repetitive behaviours e.g. head banging, rocking.

## **Female Genital Mutilation (FGM)**

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report 'known' cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document "*Mandatory Reporting of Female Genital Mutilation – procedural information*".

### **Indicators that FGM may take place soon**

Parents state that they or a relative will take the child out of the country for a prolonged period. A girl talking about having a 'special procedure.'

### **Indicators the FGM has already taken place**

A prolonged absence with noticeable behaviour changes on the girls return. The girl affected may have difficulty walking, sitting or standing.

### **Reporting FGM**

There is now a statutory duty to report FGM to the police and social care.

### **Child Sexual Exploitation (CSE)**

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the [London Child Protection Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies.

At the nursery we ensure our resources and provision show positive male and female role models and challenge stereotyping according to gender.

## Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the **Prevent** duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Staff need to be vigilant if they notice a change in a child's behaviour or the behaviour of family members or if the child and/or family members are advocating messages similar to illegal organisations or non-proscribed extremist groups.

**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub ([MASH](#)). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

We want all children at Kintore Way Nursery School and Children's Centre to have a strong sense of identity and to respect one another and understand right from wrong. Children learn about their similarities and differences and negative attitudes are challenged. Children also have opportunities to learn about their community. Visits to different places of worship take place throughout the year. Cultural celebrations take place throughout the year, these include; Eid, Diwali, Christmas, Chinese New Year, Easter, St Georges Day and Nigerian Independence Day. Significant events such as a Royal Wedding, Remembrance Day, the Olympics and the World Cup are also used as teaching opportunities.

### **Online Safety**

Kintore Way Nursery School are committed to teaching children and parents about e-safety. As part of our safeguarding training e- safety will be included. Parent workshops are provided around the topic of online safety.

### **Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Southwark Council should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Southwark, we will notify the council's Multi Agency Safeguarding Hub ([MASH](#)) by emailing [MASH@southwark.gov.uk](mailto:MASH@southwark.gov.uk) or calling **020 7525 1921**. Advice about whether there is a need to notify the council, can be obtained by calling **07539 346808** or sending an email to [privatefosteringadvice@southwark.gov.uk](mailto:privatefosteringadvice@southwark.gov.uk)

### **Domestic Abuse**

Seeing, hearing or knowing of a parent being abused is traumatic for children and can have long-term damaging emotional and psychological effects. Wherever Domestic Violence is suspected in a home where a child is resident, we have a duty to refer this information to children's services, who have a duty to investigate.

### **Responsibilities and Immediate Action**

All adults working in the School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect. Concerns should be reported to the Designated Lead Person with responsibility for child protection. If the Designated Lead Person is not available concerns must be reported to someone on the Designated Team. Concerns must be reported on the same day.

**The Designated Lead Person (CP) is: Rebecca Sherwood, Headteacher**  
**The Lead Person with responsibility for Looked After Children is: Sarah Lee**  
**The Designated Team Are: Teresa Cole, Sarah Lee, Susana Pascal and Margaret Cullen.**

### **What to do if a child makes a disclosure**

- Write down what the child has said and date the record
- Gather as much information as possible by asking open ended questions such as “Where were you? Who else was there? What happened next?”
- Don’t make assumptions – keep an open mind
- Don’t ask leading questions, ask simple open questions and gather as much information as possible
- Act quickly and share the information with the designated/deputy designated person for safeguarding on the same day.

### **What to do if you are worried a child is being abused**

The practitioner reports the incident to the designated person as soon as possible

- They record the incident in an initial concerns form
- The designated person gathers any further information needed
- Concerns should be discussed with the parents unless there is a concern that this will place the child at greater risk

### **Referrals**

Safeguarding referrals should be made to Southwark Multi Agency Safeguarding Hub ([MASH](#)) via a Common Assessment Framework (CAF) form and copied to the LA’s Schools Safeguarding Coordinator. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on **020 7525 1921**, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

Kintore Way recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.



The Designated Lead Person (CP) is also the first point of contact for external agencies that are pursuing child protection investigations and co-ordinates the School's representation at child protection conferences and the Core Group meetings, including the submission of written reports for conferences.

### **Concerns That Fall Below Child Protection Thresholds**

We work closely with other professionals including health visitors and midwives to ensure we can support young children with additional needs. The Common Assessment Framework (CAF). The CAF sets out a structured way of 'working together' with different professionals and agencies to prevent complex needs escalating. It also provides a standard template for 'working together' – which also includes parents. Advice can be sought from the Early Help Duty Desk.

### **Parental Partnership**

All parents applying for places at this Nursery School will be informed of our safeguarding responsibilities and the existence of this policy. In situations where children sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

Kintore Way believes parents are also responsible for ensuring the safety of children and the procedures for reporting concerns are explained during the admission interview, home visit or during their induction.

Kintore Way Nursery School and Children's Centre recognise the need to be alert to the risks posed by strangers or others (including the parents or carers of other children) who may wish to harm children in the School or travelling to and from the School, and will take all reasonable steps to lessen such risks.

### **Collection of Children**

Children can only be collected by known adults whose details are on their contacts sheet. Suitable adults have to be aged 16 or over and display the capability to look after children. If an adult appears under the influence of alcohol or any substance they will not be permitted to take children home. If any parent attempts to drive while under the influence of alcohol or any substance the police will be called. If a child has not been collected and the parents/carers can not be contacted for over 30 minutes from collection time social services duty desk will be informed.

### **Childminders**

If a child is brought or collected by a childminder staff check to ensure the childminder is a registered childminder.

### **Vulnerable Children**

Some children can be at an 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
- have no recourse to public funds
- 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
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

### **Vulnerable adults**

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

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

The School also acknowledges the additional need for support and protection of children who are vulnerable by virtue of homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Occasionally allegation may be of a peer on peer abuse nature, which may include physical abuse (violence, particularly pre-planned, forcing other children to use drugs or alcohol), emotional abuse (blackmail or extortion, threats and intimidation), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts). Any possible peer on peer abuse case will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures.

We will always ascertain the views and feelings of all children. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

Where a parent/carer discloses a safeguarding concern this will be recorded in a child protection concerns form and a referral will be made to the relevant agency through which appropriate support will be provided.

## Training

Whole School in-service training on safeguarding issues will be organised on at least a three-yearly basis, and the next session for all staff will take place before November 2015. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All newly recruited staff (teaching and non-teaching) and governors will be informed of this policy and will be encouraged to attend relevant LA or Safeguarding Board training. Staff are kept informed about child protection responsibilities and procedures through induction, briefings and staff meetings. Outcomes from serious case reviews and protocols are shared with staff in a timely manner. When new staff, volunteers, or regular visitors join our School they are informed of the safeguarding arrangements in place as part of our induction procedures.

The Designated Lead Person (and their Deputies) will attend the LA's dedicated induction course and then refresher training at least every two years. The designated safeguarding lead will also undertake Prevent awareness training. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Southwark Safeguarding Children Board.

Training must support staff to understand the safeguarding policy and procedures, and ensure that all staff have an up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.

Staff are trained to respond to:

- Significant changes in children's behaviour
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting for example in the child's home
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments: excessive one to one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

## Recruitment

Kintore Way Nursery School and Children's Centre is committed to the process of becoming a Safe Organisation. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate Disclosure and Barring Service (DBS) checks undertaken. New appointments must complete a disqualification form prior to

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training. This training became mandatory for the recruitment of school staff from 1 January 2010. This means a recruitment panel must have at least one member who has completed the training; or where an individual is in charge of recruitment, that individual must have completed the training. The School conducts value-based interviews and seeks references prior to interview.

This school will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the school on a permanent or temporary basis will be given a copy of this policy.

### **Disqualification**

A person is disqualified if any of the following apply:

- they have been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children;
- they are the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children'
- that have had registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering;
- they live in the same household where another person who is disqualified lives or works (disqualification 'by association'). This means that the householder has an order, restriction, conviction, caution etc. set out in the Legislation. In some circumstances Ofsted may grant a full or partial waiver.

Full details of what constitutes "disqualification" are in the Schedules to the Regulations <http://www.legislation.gov.uk/ukxi/2009/1547/contents/made>.

All staff (including volunteers and students) complete a disqualification form. The school checks that agencies also carry out the relevant checks prior to placing anyone in the school.

### **Volunteers**

Any parent or other person/organisation working with children in the School in a voluntary capacity will be subject to all reasonable vetting procedures. All students and volunteers on a long term placement will undertake an enhanced DBS and complete a disqualification form.

Under no circumstances a volunteer in respect of whom no checks have been obtained will be left unsupervised or allowed to work in regulated activity.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in our school are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we may conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have any concerns.

The law has removed supervised volunteers from regulated activity.

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment.

Further information on checks on volunteers can be found in Part three of the DfE guidance "[Keeping children safe in education](#)".

Volunteers work under the direct supervision of an established member of staff and will be subject to the same code of conduct as paid employees of the School. Volunteers will at no time be given responsibility for the personal care of children, or be left with children unsupervised. Voluntary sector groups that operate within the School, provide off-site services for the children or use the facilities of the School will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Southwark Area Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

## Visitors

New visitors to the School are required to provide identification. All visitors register at the office and are provided with a visitor's badge and are supervised at all times by a member of staff.

## Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with children and their families and general work discipline. The Teachers' Standards 2012 state that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

Breaches in the code of conduct are addressed through supervision, one to one meetings, guidance meetings or disciplinary investigations.

Children will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside of those detailed in the nursery school's Behaviour Policy, or on a particular child's Education Health Care Plan.. It would be unrealistic and undesirable to preclude all physical contact between adults and children but staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Where incidents occur which might otherwise be misconstrued, or where it becomes necessary to physically restrain a child for their own or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance.

If first aid has to be administered and if it is necessary for the child to remove clothing for this treatment, there should wherever possible be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. If a member of staff is providing any form of intimate care, wherever possible a colleague will be present.

All first aid treatment will be recorded and non-routine changing and personal care will be recorded and shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Health Care Plan that has been agreed with the parents and health authority. The School follows the HSE and Department of Health guidance on managing medicines in schools and early year's settings

For their own safety and protection, staff should exercise caution in situations where they are alone with children, parents or carers. Other than in formal situations the door to the room in which counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. The record will be kept in the child's confidential file.

All rooms that are used for individual work with children will have clear and unobstructed glass panels in the doors. The exception to this is the use of the Sensory Room and Pupil Development Centre where individual staff and child sessions are an agreed part of the program. Employment checks during interview and DBS investigation demonstrate the suitability of members of staff for lone contact situations.

Staff should also be alert to the possible risks that might arise from contact with children outside the School. Home visits should only take place with the knowledge and approval of the Headteacher and visits by children to the homes of staff members should only occur in exceptional circumstances, with the knowledge and approval of the Headteacher.

Staff will not disclose their personal telephone numbers and e-mail addresses to children or parents/carers. Staff exercise caution when using social networking sites and are not permitted to make contact with parents through social media. Staff taking children on off-site visits will contact the School, if it is necessary to pass on information to parents and carers. A mobile phone is available for staff to take on outings.

**\*See code of conduct document and safety policy for further information.**

Staff are not permitted to take mobile phones into any rooms where there are children present. If there is a specific emergency where a member of staff needs to be contacted instantly, permission to have a mobile phone in the room must be sought from the leadership and management team. The premises manager and outreach worker use a School mobile phone during working hours but are not permitted to use the phone for taking photographs.

Parents and Carers are requested not to use phones while in the Nursery School. We promote the importance of high quality interactions between adults and children.

School digital cameras should only be used on the school premises. Cameras may only be taken off site for home visits and authorised trips. Kintore way memory sticks should be used for work related purposes only. Personal memory sticks or other recording devices should not be used to store work related reports or images. All work related documents and images should be backed up at the school. Wherever possible staff should not remove photographs of children off site (e.g. in learning journey books) without authorisation from the room leader or Senior Leadership team.

**\*See E-Safety and Digital Media & Internet access policy for more information.**

### **Contractors**

Building contractors who are engaged to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the School during term time may be asked to provide their consent for DBS checks to be undertaken.

These checks will be undertaken if individual risk assessments by the Senior Management Team indicate this to be necessary. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to children. All contractors and sub-contractors will be issued with copies of the School's code of conduct for staff.

Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

Individuals and organisations that are contracted by the school to work with, or provide services to, children will be expected to adhere to this policy and their compliance will be monitored.

### **Complaints/Allegations Made Against Staff**

All staff have a legal responsibility to report concerns about professional conduct of colleagues whose behaviour might harm a child. Kintore Way Nursery School and Children's Centre takes seriously any complaint made against a member of staff.

Procedures are in place for children, parents and staff to share any concern that they may have about the actions of any member of the School staff or volunteer. All such complaints will be brought immediately to the attention of the Headteacher (or deputy head) in order that they may activate the appropriate procedures.

## Whistleblowing

Staff should be aware of the school's whistleblowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated Persons. In the absence of the Headteacher or in cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Designated Person where the Headteacher is not the Designated Person or to one of the Deputy Designated Persons, who will inform the Chair of Governors and the Local Authority Designated Officer (LADO). If the allegation concerns alleged minor physical mishandling or verbal abuse, this will be dealt with under the School's Complaints Procedure.

The following situations should always be referred to the Local Authority Designated person (LADO):

- An allegation that a member of staff has seriously harmed a child
- An allegation that has been reported to the Police or Children's Services by the child or parent
- An allegation involving a child who is Looked After in Public Care
- An allegation involving a child who is the subject of a Child Protection Plan
- An allegation involving a child who has a disability or Statement of Special Educational Needs
- The member of staff concerned has been subject to previous complaints
- The allegation is one of sexual abuse or inappropriate behaviour

A referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the London SCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

In considering whether or not a referral to Children's Services is appropriate, the Headteacher may seek advice from the Chair of Governors, the LA's Strategic Lead Officer for safeguarding in education services and human resources advisers. Parents should also be advised of their independent right to make a formal complaint to the Police. Temporary and visiting staff will be subject to the same procedures.

Members of staff will be referred to the Disclosure and Barring Service (DBS) when they are dismissed because they harmed a child or because they might have harmed a child otherwise or the school was planning to dismiss them for either of these reasons, but the person resigned first.

Ofsted must be informed of any allegations of serious harm or abuse by any person working or looking after children at Kintore Way Nursery School and Children's Centre. Ofsted must be notified of any action taken in respect of these allegations. These notifications must be made as soon as reasonably possible but at the latest within 14 days of the allegation being made.

**The Chair of Governors is:**

**The Vice-chair is:**

**The LADO is: Eva Simcock 020 7525 0689**

**There is also a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues when DO is unavailable. Duty telephone number for enquiries/referrals is 020 7525 3297**

**The LA's Strategic Lead Officer for safeguarding in education services is: Nina Dohel 020 7525 3252**

**The LA's Deputy in education services is: the EHS Duty Manager 020 7525 3893**

**The LA's Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715**

**EHS Duty Officer (Education): 020 7525 2714**

We also note the '[Safeguarding information for professionals and the community in Southwark](#)' on Southwark Council's website.

## Record Keeping

Records should be kept whenever there are any concerns that might indicate abuse or neglect. This included physical presentations on the child's body with a clear description and the use of a body map, change in moods or behaviour, statements or drawings from the child, any concerns around parental behaviour and non-attendance. Records should be specific and include the date, year and time of the incident, the name of the child, date of birth and action taken. This information may be shared with other agencies as appropriate. Parental consent will be sought before making a Child in Need (S17) referral to Children's Social Care (Children's Services). If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47), which does not require parental consent.

The School will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to children or parents. CP records are kept securely by the Designated Lead Person and separately from educational records. They may only be accessed by the Designated Lead Person, their Deputy and the designated team at the School. Referrals made to Children's Services under the London procedures will be recorded on the Common Assessment Framework (CAF) form, with copies sent securely to Children's Social Care and the LA's Schools Safeguarding Coordinator.

Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the school, ensuring secure transit and a confirmation of receipt will be obtained.

If a child is withdrawn from the School having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the School to which they are being admitted and to ensure that their educational records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Multi Agency Safeguarding Hub (MASH) Duty Officer or through the local team manager in order that they might make further enquiries. If educational records are sent to this School concerning a child who is not registered by the parent, the records will be returned promptly to the sending Centre/School with a note, advising them to refer to their LA's Children's Services Department.

**A child's name will only be removed from the School's Admissions Register in accordance with the Child Registration Regulations.**

All additions to, or deletions from the School's roll will trigger the completion of a Common Transfer Form (CTF) which will be downloaded to the appropriate database via the S2S system. Where an onward destination cannot be determined and the child is of compulsory school age, the CTF will be downloaded to the Lost Children Database.

The content of Child Protection Conference or Review reports prepared by the School will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carers in advance of the meeting.

The School will require documentary proof as to the identity of children presented for admission. If there is any doubt as to the identity of a child, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and emergency contacts. Children will only be released to the care of those with Parental Responsibility or someone acting with their written or verbal consent, including a description. Children may only be brought or collected by persons over the age of sixteen and only then if they are deemed to be responsible by senior School staff.

Child Protection records will be sent to receiving schools separately and under a confidential cover by a member of the designated team. Retained information will be kept in the filing cabinet for one year after transition, and then transferred to secure storage for archiving. A photo of the child is included in the archived records.



If a child is taken off roll during the school year the admin officer informs the designated person and deputy designated person to ensure their records are sent to the receiving school.

### **ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS**

It is the responsibility of the Lead Designated Person to ensure that the school is represented or a report is submitted to any child protection conference called for children who attend the School or previously known to them. Staff may be required to attend case conferences, core group meetings or court hearings.

### **Safety in the School**

No internal doors to rooms will be locked whilst children are present in these areas. Entry to the School premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance.

Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or School office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the School or approaching children will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of children in the School or on organised activities with the prior consent of the School and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection Legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

### **Curriculum**

Listening to children is integral to their safety and greater well-being. All rooms have a feelings chart where children are encouraged to talk about their feelings. Practitioners plan for listening to children as part of the daily routine at the School.

The School follows the Early Years Foundation Stage framework where listening to children is key to good practice. Children's well-being levels are tracked using the Leuven Scales.

Children are supported in developing resilience and are encouraged to say 'stop' and make a hand signal if another child is doing something they do not like.

The School encourages children:

- to recognise and manage risk in different situations and then decide how to behave responsibly
- to judge what kinds of physical contact are acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help
- to use assertiveness techniques to resist unhelpful pressure

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and e-safety rules.

## **HEALTHY SCHOOLS**

Kintore Way Nursery School and Children's Centre will work with partners to promote a whole healthy school approach and achieving the "Healthy School London" status – including a focus on the curriculum with the aim of:

- Developing a school ethos, culture, spiritual, moral, social and cultural (SMSC) development provision and environment which encourages a healthy lifestyle for all pupils, including the vulnerable;
- Using the full capacity and flexibility of the curriculum to help pupils to be safe and healthy;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message;
- Providing high quality PSHE including sex and relationship education (SRE) as part of Personal Development
- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health;
- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the vulnerable.

Staff at Kintore Way will work with parents to support children's understanding of Healthy Lifestyles. The School has an ethos and environment which encourages a healthy lifestyle for children:

- Using the full capacity and flexibility of the curriculum to help children to achieve safe and healthy lifestyles
- Ensuring that food and drink available at the School reinforces the healthy lifestyle message
- Providing a high quality environment to promote physical activity
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being

### **Working in Partnerships with Parents/Carers**

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this School:

- We will try to use clear statements in our brochures and correspondence
- We will involve parents and children in the development of Codes of Conduct and Equalities and Positive Behaviour Management policies
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families
- We will be alert to the needs of parents/carers who do not have English as their first language
- We will distribute the LA's leaflet for parents, "Protecting Children in Education Settings"
- We will keep parents informed as and when appropriate

### **Children Centre Services**

The Child Protection and Safeguarding Policy is regularly reviewed and shared with key partners. Commissioned services receive an induction prior to delivering services at Kintore Way and relevant safeguarding policies and procedures are shared. Continued dialogue is had with our partners to ensure that the Centre services are kept updated and practice is monitored to ensure services comply with Centre policies.

### **The Ellen Brown Centre**

**The Lead designated Person for Ellen Brown is: The Headteacher**  
**The Deputy Designated Person is: Teresa Cole and Kate Shelley**

Information regarding safeguarding is clearly displayed at the Ellen Brown Centre.

Photographs of the children cannot be displayed without written parental consent due to the multi-purpose use of the space. All child protection records are stored centrally at the Kintore Way site. Practitioners are not permitted to use mobile phones during sessions and parents are requested not to use their mobile phones during the session.

## **The Role of the Governing Body**

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Headteacher.

The Governing Body has nominated Angela Scattergood as its champion for child protection issues in the school. The champion will ensure that s/he is fully abreast of the guidance available for safeguarding and will be responsible for ensuring the Governing Body is discharging its duties for safeguarding children and for liaising with the local authority.

The Headteacher and champion for child protection will provide an annual report to the Governing Body outlining details of any safeguarding issues that have arisen during the year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

The champion will meet on a termly basis with the designated person to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding. This is in addition to and does not replace the responsibility that rests with the Headteacher to monitor the work of the designated person.

The Governing Body will take responsibility for handling any allegation against the Headteacher, usually through the champion, and this person will attend any strategy meetings called in respect of such an allegation against the Headteacher.

All governors are required to attend safeguarding training every three years.

## **Monitoring**

The policy is updated at least annually and earlier if there are any local or national policy changes or requirements.

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance "[Working Together to Safeguard Children](#)" and that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the SSCB.

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the headteacher.

The Governing Body has nominated *Angela Scattergood* as a lead to take leadership responsibility for the school's safeguarding arrangements.

Concerns about and allegations of abuse made against the headteacher will be referred to the chair of governors who will liaise with the LA's designated officer (DO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the headteacher.

As a good practice, the headteacher will provide termly/annual report to the Governing Body outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the Designated Safeguarding Lead to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

## **MONITORING AND EVALUATION**

The governing body will monitor the safeguarding arrangements in the school to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

- the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the school, backed up by training at every level
- the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes
- the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting
- the timeliness of response to any safeguarding concerns that are raised
- the quality of work to support multi-agency plans around the child.

The Governing Body of the School will consider safeguarding issues and their implications for this policy on an annual basis. For this item, the Headteacher will report upon levels of child protection referrals made by the School during the past year, training undertaken by School staff and Governors and any changes in legislation or national/local guidance.

The lead designated person will monitor all child protection files on a monthly basis to ensure actions have been completed and reports contain the required information.

The lead designated person will ensure monthly designated team meetings take place. During these meetings the designated team review and evaluate child protection and safeguarding policies and practices across the School. Information is shared about current and new CAF's and any concerns. Key information from the Southwark Safeguarding Children's Board is shared alongside any national or local reports. The Headteacher informs the governing body of any policy change and the numbers of referrals, children on a child in need plan and children on a child protection plan. Parents are regularly asked their views on safety and regular child conferencing gathers the children's views on how safe they feel.

### **Complaints**

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA's Strategic Lead Officer for education services as necessary.

### **Documents**

The School's Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, S175/157 of the 2002 Education Act, the Education & Inspections Act 2006 and the guidance contained in "[Working Together to Safeguard Children](#)", the DfE's statutory guidance "[Keeping children safe in education](#)", The Early Years Foundation Stage Statutory Framework. Ofsted Guidance and procedures produced by the London Safeguarding Children Board ([LSCB](#)) and the Southwark Safeguarding Children Board ([SSCB](#)). The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School. Munroe- A Child Centred System 2011', 'Graham Allen- Early Interventions: The Next Steps 2011', 'Conception to age 2- the age of opportunity' Wave Trust. 'Recognising signs of abuse at different stages of a child's development' - NSPCC factsheet. CONTEST 2011. The UN Convention on the Rights of a Child and procedures produced by the London Safeguarding Children Board and the Southwark Safeguarding Children Board. The policy is applicable to all on and off-site activities undertaken by children whilst they are the responsibility of the School..

## Useful Contacts

Southwark Social Services duty desk: 020 7525 1921  
Social Services out of hours phone number is: 020 7 525 5000  
The LADO is: Eva Simcock 020 7525 0689

There is also a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues when DO is unavailable. Duty telephone number for enquiries/referrals is 020 7525 3297

The LA's Strategic Lead Officer for safeguarding in education services is: Nina Dohel 020 7525 3252

The LA's Deputy in education services is: the EHS Duty Manager 020 7525 3893

The LA's Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715

EHS Duty Officer (Education): 020 7525 2714

Prevent: Grant Bones

[Grant.bones@metpnn.police.uk](mailto:Grant.bones@metpnn.police.uk) 07852366187

Coram Children's Legal Centre Child Protection Project: 0207 636 1245

## Useful Websites

**Southwark Safeguarding Children's Board**

[http://www.southwark.gov.uk/info/266/child\\_protection/2466/southwark\\_safeguarding\\_children\\_board](http://www.southwark.gov.uk/info/266/child_protection/2466/southwark_safeguarding_children_board)

**Southwark Local Offer**

[http://www.southwark.gov.uk/info/200017/children\\_and\\_families/3473/send\\_reform/3](http://www.southwark.gov.uk/info/200017/children_and_families/3473/send_reform/3)

**NSPCC**

Signs of abuse <http://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

**Kintore Way  
Nursery School &  
Children's Centre**

**Policy Name**

Child Protection and Safeguarding Policy

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**Adopted and signed on behalf of the School by the Governing Body at the meeting on**

Governing Body – 1<sup>st</sup> November 2016

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**Name of Governing Body Representative**

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**Signature of Governing Body Representative**

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**Date signed** \_\_\_\_\_

**Date to be reviewed:** Autumn 2017