



## **NURSERY SAFEGUARDING POLICY**

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# CONTENTS

	<b>page</b>
1.1 Principles	2
1.2 Aims	3
1.3 What is Abuse?	4
1.4 Physical Abuse (including FGM)	4
1.5 Neglect	5
1.6 Sexual Abuse (including CSE)	5
1.7 Emotional Abuse	6
1.8 Fabricated Illness	7
1.9 Children who Run Away or are Missing from Home	7
1.10 Domestic Violence	7
1.11 Radicalisation	8
1.12 Bullying	8
1.13 Multiple Needs	9
1.14 Culture, Faith and Beliefs	9
1.15 Private Fostering	10
1.16 Refugees and Trauma	11
1.17 Risk Indicators of Child Abuse	11
1.18 Response from Parents	12
1.19 Recording Suspicions of Abuse and Disclosures	12
1.20 Informing Parents	13
1.21 Confidentiality	13
1.22 Support to Families	13
1.23 Referral Procedures and Contacts	14
1.24 Staff Recruitment and Deployment	14
1.25 Allegations Against Staff and Others	15
1.26 When a Child Makes an Allegation	18
1.27 Staff Responsibilities	19
1.28 Collection Procedures	19
1.39 Intimate Care Guidelines	20
1.30 Photographs of Children	21
1.31 Safeguarding Against Extremism	21
1.32 British Values	22
1.33 Legislation	23
1.34 Staff Responsibilities	25
1.35 Action to be Taken when a Child has Suffered or is Likely to Suffer Harm	29
1.36 Flowchart of Disclosure and Barring Service Criminal Record Checks and Barred List Checks.	30
1.37 Mobile Telephones, iPad and Camera Acceptable Use Policy	31

## 1.1 PRINCIPLES

The protection and welfare of children and vulnerable adults is of paramount importance to the Nursery. Children and parents have a right to expect the Nursery to provide a safe and secure environment and the Nursery has a general duty for children's welfare as part of our parent partnership role.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is wider than the elements covered within a single child protection policy, therefore, this document should be used in conjunction with the other Nursery policies and procedures.

Safeguarding is also enshrined in Law under children Act (1989, 2004) and associated guidance:

- Working Together to Safeguard Children (DfE)
- Keeping children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Dudley Safeguarding Board
- Guidance for Safer Working Practice for Adults who work with Children and Young People.
- What to do if you are worried if a Child is Being Abused.

Further each area has a Local Designated Officer (LADO) to whom child protection issues can be referred.

This policy has been written in accordance with locally agreed inter-agency procedures and has taken into consideration obligations under the Early Years Foundation Stage (EYFS). The key components of the policy are to:

- Ensure safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and then implement procedures for identifying and reporting cases or suspected cases of abuse.
- Establish a safe environment in which children can learn and develop.
- In accordance with his/her agreed child protection plan, supporting children who have been abused.

The College Nursery will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect to be safe from any abuse in whatever form. Safeguarding and promoting the welfare of children, for the sake of this policy is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

(from HM Government "Working Together to Safeguard Children")

A child or young person up to the age of eighteen years is considered to be abused or at risk by parents or carers, if the basic needs of the child are not being met through avoidable acts of commission or omission so as to have caused or to have placed the child at risk of harm.

Harm is defined by the Children Act 1989 as ill-treatment or the impairment of health or development (deciding if harm is significant, where it related to health or development, for the purposes of obtaining emergency protection orders, care orders or supervision orders under the Act, will depend on a comparison of the child's health or development with what could reasonably be expected of a similar child).

## 1.2 AIMS

All practitioners have a duty to protect and promote the welfare of children. Due to the hours of care provided, staff will often be the first people to sense there is a problem. They may well be the first people in whom children confide about abuse. The Nursery has a duty to be aware that abuse does occur in our society.

This policy lays out the procedures that will be followed if the Nursery staff have any reason to believe that a child in the care of the Nursery is subject to welfare issues including physical, sexual, emotional abuse or neglect.

The prime responsibility is the welfare and wellbeing of all children in the care of the Nursery. As such, the Nursery staff have a duty to the children and parents to act quickly and responsibly in any instance that comes to light. All staff will work as part of a multi-agency team where needed in the best interests of the child. The Nursery aims to:

- Ensure that children are never placed at risk while in charge of Nursery staff.
- Ensure that confidentiality is maintained at all times.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff are alert to the signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed including by other children ie bullying, discriminatory behaviour.
- Ensure that all fears and allegations of abuse are reported to the Designated Person in the Nursery. Also, that reports be referred to the LADO where necessary.
- Ensure all staff are familiar with and updated regularly on child protection issues and procedure.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including attending case conferences.
- Ensure parents are fully aware of child protection policies and procedures when they register with the Nursery and are kept informed of all updates when they occur.
- Keep the child at the centre of all we do.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately and ensure all records are kept securely in confidential files.
- Provide immunity from retribution or disciplinary action against staff for "whistleblowing" in good faith.
- Ensure that this policy and the Nursery's procedures are reviewed at least annually by the Management Team in conjunction with the Local Authority.

- Have regard to the safeguarding procedures as outlined in the DfE Guidance Safeguarding Children and Safer Recruitment in Education, Working Together to Safeguard Children and Dealing with Allegations of Abuse.

Children will be supported by offering reassurance, comfort and sensitive interactions. Activities will be devised according to individual circumstances.

The following procedures are to be used as a working document for staff members, parents/carers and children at Halesowen College Nursery. These procedures are to be followed when anyone has a concern regarding the health and safety of a child in the Nursery or if someone suspects that any form of child abuse is taking place including within the workplace.

### **1.3 WHAT IS ABUSE?**

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children and young people 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. There are some behaviours that are commonly seen in children who are abused. These are intended to give an indication and cannot be used as confirmation of abuse:

- Unexplained or suspicious injuries such as bruising, bites or burns, particularly if situated on a part of the body not normally prone to such injuries.
- The child says that s/he is being abused, or another person says they believe (or know) that abuse is occurring.
- The child has an injury for which the explanation seems inconsistent or which has not been adequately treated.
- The child's behaviour changes, either over time or quite suddenly and s/he becomes quiet and withdrawn or alternatively becomes aggressive.
- Refusal to remove clothing for normal activities or keeping covered up in warm weather.
- The child appears not to trust particular adults or a parent with whom s/he would be expected to have, or once had, a close relationship.
- An inability to make close friends.
- Inappropriate sexual awareness or behaviour for the child's age.

If staff feel unsure or worried they should always do something about it. Staff should seek advice from the Designated Safeguarding Person for the Nursery or College.

### **1.4 PHYSICAL ABUSE**

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

Staff are reminded that children who have been physically abused will often go to some lengths to hide or cover-up their injuries, for example by wearing long clothing even in hot weather.

Physical abuse also includes female genital mutilation (FGM) which is an extremely harmful practice and is illegal in the UK. Despite being an embedded practice in some cultures, FGM is not a matter which can be decided by personal preference. Staff must be alert to the indicators that a child may be at risk of FGM and must refer any suspicions to the DSL. More information on FGM, including the Multi-Agency Practice Guidelines, indicators of imminent risk or post-FGM trauma, and measures the DSL should consider implementing to raise awareness of FGM are available on the government website: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

**Procedure:**

- All signs of marks/injuries to a child, when they come into Nursery or occur during time at Nursery will be recorded as soon as noticed by a staff member.
- The incident will be discussed with the parent at the earliest opportunity.
- Such discussions will be recorded and the parent will have access to such records.

## 1.5 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 needs.

(Definitions taken from Working Together to Safeguard Children)

**Procedure:**

- *The concern will be discussed with the parent.*
- *Such discussions will be recorded and the parent will have access to such records.*
- *An Early Help referral may need to be completed.*
- *If there appears to be any queries regarding the circumstances the LSCB in the local authority will be notified*

## 1.6 SEXUAL ABUSE

Child sexual abuse involves forcing or enticing a child 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 the production of sexual images, 'sexting', 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.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Under the Sexual Offences Act 2003, it is an abuse of a position of trust, and thus a criminal offence, for a member of staff to 'groom' or engage in sexual activity with a pupil under the age of 18. The consent of the young person (or the agreement of a parent) is irrelevant. Furthermore, a relationship between a member of staff and a pupil over the age of 18, or a recent former pupil, is also deemed inappropriate and will lead to questions about that member of staff's suitability for work in an educational context.

**Procedure:**

- The adult should reassure the child and listen without interrupting if the child wishes to talk.
- The observed instances will be detailed in a confidential report.
- The observed instances will be reported to the Nursery Manager.

## **1.7 EMOTIONAL ABUSE**

Some level of emotional abuse will generally occur in all types of maltreatment. It may be defined as the persistent emotional maltreatment of a child such that it will cause severe and adverse effects on the child's emotional development. It may involve a relationship with an adult which is inappropriate or grossly inconsistent; the persistent denial of love and affection; conveying that a child is worthless, unloved and 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, making them feel stupid.

Children also suffer if they are persistently shouted at, or used as scapegoats. Emotional abuse 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, such as the observation of serious

bullying or domestic violence, or exposure to extreme horror of violence through audio-visual media. It may involve being a victim of serious bullying (including online or cyberbullying), causing the child frequent feelings of humiliation or fear for their safety.

This category of abuse may also involve the oral, economic or ideological corruption of children. Such corruption could be for the purposes of gratification or criminality or it might be ideologically motivated, for example through a child's exposure to propaganda promoting extremist views.

**Procedure:**

- The concern should be discussed with the manager.
- The concern should then be discussed with the parent.
- Such discussions will be recorded and the parent will have access to such records.
- An Early Help referral may need to be completed.

## **1.8 FABRICATED ILLNESS**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness for example through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

## **1.9 CHILDREN WHO RUN AWAY OR WHO ARE MISSING FROM HOME**

There are no exact figures for the number of children who go missing or run away, but estimates suggest that the figure is in the region of 100,000 per year. Children may run away from a problem, such as abuse or neglect at home or somewhere they want to be. They may have been coerced to run away by someone else. Whatever the reason, it is thought that approximately 25% of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation or to drug and alcohol abuse.

Although looked after children are particularly vulnerable when they go missing, the majority of children who go missing are not looked after and go missing from their family home. They can face the same risks as a child missing from local authority care.

## **1.10 DOMESTIC VIOLENCE**

The Home Office defines domestic violence as “any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years old or over who are or have been intimate partners or family members regardless of gender or sexuality.

This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Children who live in households where domestic violence is taking place are seen to be highly vulnerable. There are other forms of abuse that put children at risk.

### 1.11 RADICALISATION

Some young people and adults at risk of harm may be vulnerable to radicalisation for the purpose of violent extremism. Concerns regarding radicalisation will be referred to Channel which is a multi-agency panel who offer guidance and support with the aim of preventing activity which could be deemed as criminal.

### 1.12 BULLYING

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. Children under the age of five may not be bullied by peers in an obvious way, but they may feel excluded or dominated by other children. Nursery Practitioners will be vigilant and alert to ensure no child is singled out by other children in a negative way. All children will be encouraged to treat their peers with kindness, and supported to help them understand any differences that may lead to fear or confusion. Bullying someone because of their age, race, gender, sexual orientation disability and/or transgender will not be tolerated as the College operates a zero tolerance approach. Bullying can take many forms and includes:

<b>Emotional</b>	Being excluded, tormented (for example, hiding things, threatening gestures).
<b>Physical</b>	Pushing, kicking, punching or any use of aggression and intimidation.
<b>Racial</b>	Racial taunts, use of racial symbols, graffiti, gestures.
<b>Sexual</b>	Unwanted physical contact, sexually abusive comments and graffiti.
<b>Verbal</b>	Name calling, spreading rumours, teasing.
<b>Cyber</b>	All areas on internet, such as email and internet, chat room misuse, mobile threats by text message and calls. Misuse of associated technology ie camera and video facilities, sexting.

### 1.13 MULTIPLE NEEDS

- Research shows that the environment in which a child lives is crucial to his or her health, safety and well-being.
- The term 'Toxic Trio' has been used to describe the issues of domestic abuse, mental ill-health and substance misuse which have been identified as common features of families where harm to children has occurred. They are viewed as indicators of increased risk of harm to children and young people.
- Work in this area has shown that there is large overlap between these parental risk factors and cases of child death, serious injury and generally poorer outcomes for children across all ages (Brandon et al, 2008)

Experiencing serious, multiple disadvantage cuts across many domains of family life. Families with multiple and complex needs are likely to have difficulties meeting the needs of their children and parenting effectively. Children can be at heightened risk of abuse and neglect (Cleaver et al 2007) and at higher risk of adverse outcomes.

Given the predominance of families experiencing multiple and complex difficulties who become involved with child protection and the arrange of social and economic issues that interact with presenting problems such as mental health concerns, family violence and substance abuse the challenge for child protection is how to provide a holistic and contextual response to the needs of the whole family.

### 1.14 CULTURE, FAITH AND BELIEFS

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. It is likely that a proportion of this type of abuse remains unreported.

Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as disobedience, independence, bed-wetting, nightmares, illness or disability. There is often a weak bond of attachment between the carer and the child

There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation and usually occurs in the household where the child lives.

Any siblings or other children in the household may be well cared for with all their needs met by the parents and carers. The other children may have been drawn in by the adults to view the child as 'different' and may have been encouraged to participate in the adult activities.

Concerns reported in the cases known from research have involved children aged 2-14, both boys and girls and have generally been reported through schools or non-governmental organisations. The referrals usually take place at a point when the

situation has escalated and become visible outside the family. This means that the child may have been subjected to serious harm for a period of time already.

The initial concerns referred have been about:

- Issues of neglect such as not being fed properly or being 'fasted', not being clothed, washed properly etc. but left to fend for themselves especially compared to the other children in the household.
- Often the carer is not the natural parent and the family structure can be complex.
- Children often appear distressed or withdrawn.
- The child is seen as the scapegoat for a change in family circumstances for the worse.
- In a group of children it may be the child who is relatively powerless vis-a-vis the parents /carers, may be a child with no essential role in the family.
- The child is seen as someone who violates the family norms by being physically different perhaps because of illness, disability or, in some case, a suspicion by the father of adultery by the mother.

Child abuse linked to faith or belief may occur where a child is treated as a scapegoat for perceived failure.

## **1.15 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 marriage/affinity).

Although Local Authorities are charged with several duties, including the implementation of measures designed to strengthen private fostering notification arrangements, raising awareness of private fostering across partner agencies, ensuring that relevant training practices are developed, reviewing the findings of the annual private fostering report submitted by the local authority and responding to the findings of OFSTED inspections, all partner agencies of the LSCB, parents and private foster parents have a responsibility and duty to:

- Ensure that privately fostered children are protected.
- Raise awareness of private fostering and the need to notify the Local Authority of arrangements.
- Ensure that private fostering arrangements are satisfactory and compliant with legislation.
- Ensure that the private foster parents are suitable and that appropriate advice is being given.
- Consider post 16 support for those who are no longer subject to private fostering due to their age.

In a private fostering placement, the responsibility for safeguarding and promoting the welfare of the child stays with the parent. Local Authorities of LSCBs do not approve or register private foster parents. Placement cannot be prevented unless the person is disqualified or a prohibition order is imposed. The Local Authority cannot remove the child except under an Emergency Protection Order.

## 1.16 REFUGEES AND TRAUMA

Events that refugees have experienced related to war or persecution can all be called “traumatic events”. It is important to note that children are very resilient and can often cope with difficult experiences and events in healthy and productive ways. Such children may not display any symptoms and may not need service providers to intervene. However, for some children, exposure to traumatic events has a profound and lasting effect on their daily functioning.

The impact of exposure to traumatic events on children may be different depending on the child’s age and stage of development. There are some signs of distress as a result of exposure to traumatic events that are specific to a child’s developmental stage. For example:

Preschool children may experience:

- Bed wetting
- Thumb sucking
- Acting younger than their age
- Trouble separating from their parents
- Temper tantrums
- Aggressive behaviour like hitting, kicking, throwing things or biting
- Not playing with other kids their age
- Repetitive playing out of events related to trauma exposure

## 1.17 RISK INDICATORS OF CHILD ABUSE

### **Physical abuse:**

- Injuries, bruises, burns, bite marks which are unexplained or implausibly explained.
- Repeated injuries or requests to be excused through injury, illness.
- Fear, watchfulness, over-anxiety to please.
- Reluctance to get changed for sports etc.

### **Sexual abuse:**

- Comments about sexual activity.
- Sexual knowledge, comments, behaviour inconsistent with a child of that age.
- Unexpected reaction of fear or wariness to people.
- Repeated urinary or genital infections.
- Pregnancy/sexually transmitted diseases.
- Genital trauma.

### **Emotional abuse**

- Withdrawn, anxious behaviour, lack of self-confidence, mood swings.
- Challenging/disruptive/aggressive behaviour which is inconsistent with previous experience of the child.
- Self harm and eating disorders.
- Demanding or attention seeking behaviour.
- Unwillingness to communicate. Secretive and reluctant to share information.
- Repetitive, nervous behaviour such as rocking, hair twisting or pulling.

## General indicators of abuse or neglect

- Poor attendance or frequent absences which are implausibly explained
- Deterioration in educational progress.
- Parents show little interest in child's performance<sup>1</sup> or behaviour and are non-responsive or dismissive to professional concerns.
- The child's clothes are often dirty, scruffy or unsuitable for the weather.
- No one seeks medical help when the child is ill or hurt.
- Poor hygiene (smelly, dirty)
- The child is left alone with unsuitable carers.
- The child talks of running away.
- Evidence of alcohol or other substance abuse
- Unexplained gifts of money
- The child is thin, pale or lacking in energy

**Please note:** this is not a comprehensive list. Staff should consult with the DSL if in doubt about any symptoms which might be indicative of abuse.

<sup>1</sup> Conversely, excessive interest from parents, along with unrealistic expectations of their child and evidence of pressure which is causing the child distress should also be given careful consideration.

### 1.18 RESPONSE FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories of abuse:

- An unexpected delay in seeking treatment that is obviously needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to his/her age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home.
- Violence between adults in the household.

### 1.19 RECORDING SUSPICIONS OF ABUSE AND DISCLOSURES

Staff should make an objective record (supported by the Nursery Manager or Designated Safeguarding Lead (DSL) of any observation or disclosure and include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of injuries or marks seen

- Exact observation of an incident including any other witnesses
- Name of the person to whom the concern was reported, with date and time and the names of any other person present at the time.
- Any discussion held with the parent(s), where deemed appropriate.

These records should be signed by the person reporting this and the Manager/DSL, dated and kept in a separate confidential file. If a child starts to talk to an adult about potential abuse it is important **not** to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure it is vital details are logged down accurately.

It may be though necessary that through discussion with all concerned the matter needs to be raised with MASH (Multi-Agency Safeguarding Hub) or an Early Help referral needs to be initiated. Staff involved may be asked to supply details of any information/ concerns that they have with regard to a child.

The nursery expects all members of staff to co-operate with agencies in any way necessary to ensure the safety of the children. Staff must not make any comments either publicly or in private about a parent's or staff's supposed or actual behaviour.

## **1.20 INFORMING PARENTS**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LSCB does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officer will inform parents.

All staff members must remember that we are committed to working in close partnership with parents/carers and therefore it is our policy to inform them first of any concerns we may have, unless the child will be put at risk. It is important to remember that the child's welfare is paramount. This must always be done in a tactful and confidential manner and in no circumstances should staff make any judgement or accusation towards that parent/carer. Always concentrate on the facts and give clear reasons as to why there is a concern.

## **1.21 CONFIDENTIALITY**

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the LSCB (Local Safeguarding Children's Board).

## **1.22 SUPPORT TO FAMILIES**

The Nursery takes every step in its power to build up trusting and supportive relations among families, staff and volunteers within the Nursery.

The Nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated

with respect in a non-judgemental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate under the guidance of the LSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

### **1.23 REFERRAL PROCEDURES AND CONTACTS**

It is the responsibility of the Nursery DSL once a concern has been reported, to assess the potential risk the child may be facing, and the action that needs to be taken, for example immediate referral or monitoring and recording. Where a member of staff or manager/deputy is sufficiently concerned, they must contact the Multi Agency safeguarding Hub (MASH) for advice. The Multi Agency Referral Form (MARF) may then need to be completed.

### **1.24 STAFF RECRUITMENT AND DEPLOYMENT**

Nursery Manger and other senior staff receive training on how to ensure that interviews to appoint staff reflect the importance of safeguarding children. From a date to be agreed, no interview panel to appoint staff working in schools (nurseries) should be convened without at least one member of being properly trained. The relevant inspection bodies should, as part of their inspection, review the existence and effectiveness of a school's/child carer's selection and recruitment arrangements. (Richard Inquiry – June 2004).

It is the policy of the Nursery to provide a secure and safe environment for all children. The Nursery will therefore not allow an adult to be left alone with a child who has not receive their enhanced DBS disclosure clearance.

All staff will attend child protection training within their first six months of employment and receive initial basic training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for the children in the Nursery.

We have named officers within the Nursery that co-ordinate child protection and welfare issues. The Nursery DSL undertakes specific training and accesses regular updates on developments within this field. The Designated Safeguarding Leads (DSL) at the Nursery are Jackie Malin and Maria Underhill, supported by the College Designated Safeguarding Person, Lynn Pass.

We provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts with the Nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information:

- All enhanced DBS disclosures checks will be updated on a regular basis to ensure the suitability of the adults caring for the children.
- We will ensure that we have comprehensive information of any member of staff who has regular contact with a person convicted of a criminal offence or who has an unsafe DBS or who is registered on the Sex Offenders Register.
- We abide by OFSTED requirements in respect of references and suitability checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the Nursery or has access to the children.
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us.
- All students will have enhanced DBS disclosures conducted on them before their placement starts.
- We will ensure that staff complete a status check each year which will validate information held about them to include criminal convictions, cautions, warnings or other activities since the DBS was conducted at the induction stage.
- Volunteers, including students, do not work unsupervised.
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording details of visitors to the Nursery and take security steps to ensure that we have control over who comes into the Nursery, so that no unauthorised person has unsupervised access to the children.
- All visitors/contractors will still be accompanied whilst on the premises, especially when in the areas the children use.
- All staff have access to a whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss child protection training and any needs for further support.
- The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be placed into action to ensure the safety of the child and the adult.
- When recruiting staff and volunteers, we will ask specific questions in their application form about the following:
  - Any criminal record which is followed up with a DBS check.
  - If the candidate has or is having regular contact with someone who has a criminal record or is or has been placed on the Sex Offenders Register.
  - Whether they are known to social services for any reason to say they cannot work with children.
  - The names and address of two people, not relatives, who will provide references that comment on the applicant's previous work with other children.
- Staff have an ongoing obligation to keep the nursery informed of any changes to their suitability to work with children throughout their employment. Every 12 months the Nursery will conduct a status check of every employee in the Nursery to ensure that any changes to circumstances have been considered.

## Good Staffing Practice

- We will ensure that staff are not left alone with the children for any length of time.
- Children will be under supervision of more than one adult.
- Staff who have not been police checked (DBS) and have not received their DBS disclosure form will not be left alone with the children. They will not be able to take the children to the toilet, change a child's nappy or to open the door to any parents or visitors.
- Staff will be given constant support about any concerns they may have. Training opportunities for all staff involved in the setting, including an induction procedure.
- Staff will discuss with all children that they have the right to say no and that they must always say "no" to strangers.

### 1.25 ALLEGATIONS AGAINST STAFF AND OTHERS

Nursery staff, because of their daily contact with children, are particularly vulnerable to accusations of abuse. Their relationships with children may lead to allegations being made against them by children, colleagues or adults with parental responsibilities.

**What is an allegation?** An allegation refers to any information or concern which suggests an adult who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child.
- Possibly committed a criminal offence against or related to a child, or
- Behaved in a way that indicates s/he is unsuitable to work with children

An allegation can arise in connection with your work, your own children or other children living outside the family, and can relate to a current or historical concern. An allegation can be made in a number of ways:

- Directly by the child in person.
- Indirectly, for example by friend/s of the child.
- Complaint from a parent/carer to a Manager, Children's Social Care or the Police.
- Report from a colleague or another agency.
- Anonymously.

Any allegation that meets the threshold for 'harm' or 'risk of harm' will be reported to police and social care for investigation. Investigations may have three related, but independent strands:

- Enquiries and assessment by children's social care regarding whether a child is in need of protection or in need of services.
- A police investigation into a possible criminal offence.
- Consideration by the employer of whether disciplinary action is necessary.

These three strands need to be thoroughly assessed and a definite conclusion reached on each of them to ensure this happens, a 'Strategy Meeting' will take place to plan any enquiries, allocate tasks and set timescales. The meeting's primary focus is on safeguarding and promoting the welfare of the child, but it is also about ensuring a fair process for you, as the adult. It will consider not only the

children directly involved in the allegation but also any other children who could have suffered or are at risk of suffering harm. This could include your own children.

### **Procedure for dealing with the allegation:**

The procedures to be followed, including when the alleged abuser is a volunteer or student are as follows:

- **Always stop and listen straight away** to someone who wants to tell you about incidents or suspicions of abuse. If the time and place is inappropriate, arrange a suitable time and place as soon as possible.
- **If you can, write brief notes of what they are telling you while they are speaking** these may help later if you have to remember exactly what was said. Keep your original notes, however rough.
- **Never make a promise that you will keep what is said confidential or secret.** If you are told about abuse you have a responsibility to report it so that action can be taken. Give reassurance that only those who need to know will be told.
- **Do not ask leading questions that might give your own ideas of what might have happened, for example,** “Did he do X to you?”, just ask “what do you want to tell me?” or “Is there anything else that you want to say?”.
- **Immediately tell the Designated Safeguarding Lead** – A member of staff must make a detailed written note of allegations of abuse and pass this directly to the Designated Person as quickly as possible and certainly within 24 hours, since any reports to the LADO will be required by then. The Designated Person will consult with the other colleagues as appropriate and a course of action will be decided upon.
- **If an allegation is made against the Designated Safeguarding Lead,** or a member of the Management Team then the Line Manager and College DSL must be informed immediately. The College Principal will also be informed
- **Discuss with the Designated Safeguarding Lead** whether any steps need to be taken to protect the person who has told you about the abuse.
- **Never attempt to carry out an investigation of suspected or alleged abuse** by interviewing people etc. Social Services and police staff are the people trained to do this. You could cause more damage and spoil possible criminal proceedings.
- **If the complaint is considered to be sufficiently serious, ie.** the allegation is that a member of staff or volunteer has:
  - Behaved in a way that has harmed a child, or may have harmed a child
  - Possibly committed a criminal offence against or related to a child
  - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children (eg sexual or physical abuse, criminal acts or gross misconduct) then the Designated Safeguarding Representative must refer the matter to LADO as soon as possible (and certainly within 24 hours) and their guidance is followed next.
- **Suspension of the staff member** in question should not be a default response to an allegation, it should be used only if there is no reasonable alternative. Suspension may be appropriate where:
  - A child or children are at risk
  - Allegations are so serious that dismissal for gross misconduct is considered
  - Suspension will allow the investigation to proceed unimpeded

- **Allegations found to be malicious** should be removed from personnel records. Records of all others must be kept but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

## 1.26 WHEN A CHILD MAKES AN ALLEGATION

When a child makes an allegation, it is important for the staff not to be judgmental in any way. Our guidelines for dealing with the situation are:

- Reassure the child, telling them that you are glad they have told you about this.
- Believe the child. Telling them you will do your best to protect them, but do not promise that you can keep them safe or keep their secret.
- Remember the child is not to blame. It is important that you make the child understand this.
- Do a lot of listening. Don't ask leading questions.
- Report your conversations with the child to the Nursery Manager/Deputy.
- Record the information on the appropriate form or on a referral form. These are kept confidential in the office for the manager to complete. Depending on the severity of the case we would either, discuss with parents/carers or contact the MASH for advice. The disclosure would be monitored and assessed. Inform OFSTED.
- If an allegation were to be made against a member of staff, we will ensure that the following procedures are put in place:
  - If such allegations were made against a member of staff, this is reported to the Manager who would notify the College Safeguarding Lead and the Principal who will decide the necessary actions, which may include the suspension of the staff member during the investigation. This is not an indication that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
  - Any action would depend on the findings of the investigation undertaken by the LADO. If the complaint is found to be invalid, the staff member would be reinstated. If it is found to be valid, the staff member would be dismissed and OFSTED and the Local Safeguarding Children's Board would be immediately informed of the matter.
  - Full co-operation will be given by any investigations carried out by Social Services.

When an allegation is made against a member of staff, the Local Authority Designated Officer, LADO, should be the first point of contact and then OFSTED.

### Contact Details

LADO	01384 813061
OFSTED	0300 123323
Single Point of Access	0300 5550050
Early Help/CAF Service Team	01384 813753
Emergency Duty Team – Dudley Out of Hours	0300 5558574

**- NB if a child lives outside the borough of Dudley then the Single Point of Access in their borough must be contacted**

## **1.27 STAFF RESPONSIBILITIES**

All staff at Halesowen College Nursery are responsible for:

- Recognising and responding to any signs of abuse.
- Responding to any child allegations.
- Action on concerns about the conduct of colleagues/volunteers.
- Acting on any suspicions of abuse.

On being alerted to any suspicions:

- Record your findings and information accurately.
- Report your concerns to the Manager or one of the Deputy Managers without delay.
- If the Manager or Deputy Managers are under any suspicion of any abuse, staff need to contact the Local Safeguarding Children's Board for advice.

All staff will attend child protection training; this will be updated every two years to allow us to update our policy.

## **1.28 COLLECTION PROCEDURES**

The Nursery has a duty of care to ensure that children are only handed over to authorised collectors such as parents/carers, friends and relatives. At collection time, the Nursery reserves the right not to hand over the child if we believe that the person collecting is not in a fit state to safely take charge of the child. Circumstances where this may occur include collectors who are under the influence of alcohol or drugs, displaying violent behaviour or where the Nursery believes that the child is at risk.

The procedure to follow when questioning a parent's right to collect;\_

- Staff should not let the child go with the parent/carer.
- Staff need to contact the Manager/Deputy Manager.
- The Manager/Deputy Manager must assess the situation.
- Talk to the parent/carer about the situation, explain why you are not happy.
- Call emergency contacts if necessary
- If emergency contacts cannot be reached, then call MASH for advice, while staying with the child at all times.

## **1.29 INTIMATE CARE GUIDELINES**

The Nursery's Intimate Care Guidelines have been developed to safeguard children and staff and they apply to everyone involved in the intimate care of children.

- Every child has the right to personal privacy.
- Every child has the right to be treated with dignity and respect.

- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs. Nursery staff need to be aware that, albeit in exceptionally rare circumstances, some adults may use intimate care as an opportunity to abuse or behave inappropriately with children. It is important to bear in mind that some care tasks/treatments can be open to misinterpretation. Adhering to these guidelines of good practice will safeguard children and staff. The policy applied to all personnel (including bank and agency staff) who are involved in the direct care of children.

The understanding of what is intimate care may vary with diverse cultures, so staff members need to be aware of any cultural specifics that might impact upon the care that we normally provide. The nursery practitioner can clarify this with the parents in the first instance and to answer further queries the practitioner should seek advice from Nursery or Deputising Managers. Intimate care can include:

- Feeding
- Oral Care
- Washing
- Dressing/undressing
- Toileting and nappy changing
- Supervision of a child involved in intimate self-care
- Applying/renewing dressings to intimate parts of the body.

Parents have a responsibility to advise staff of the intimate care needs of their child, which must be documented in the child's individual care plan.

### **1.30 PHOTOGRAPHS OF CHILDREN**

The use of photographic images of pupils in publications and on the Nursery website is covered under the Data Protection Policy.

The Nursery will not publish photographs of individual children with their names without the express agreement of the appropriate individual. Permission is sought and gained from parents when their child(ren) enters the Nursery in the form of a consent form.

### **1.31 SAFEGUARDING AGAINST EXTREMISM**

The PREVENT Strategy has brought about awareness with regards to the specific need to safeguard against extremism. There are now several well publicised examples of extremist groups attempting to radicalise vulnerable children and young people into holding extreme views and act upon them in a violent way such as terrorism.

Halesowen College nursery will continue to carry out a well-balanced curriculum focusing on moral responsibilities in life and preparing them for differences of cultures and views.

Extremism is defined by the Government in the PREVENT Strategy document as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

It is regarded as the holding of extreme political or religious views and can lead to radicalism, which is the attempt to make changes to existing, social, religious or political structures and terrorism.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Any prejudice, discrimination or extremist views, including derogatory language, displayed by children, parents, carers or staff will always be challenged and actioned as appropriate. As part of wider safeguarding and protection responsibilities our staff will be mindful of:

- Disclosures by children of their exposure to extremist actions, views or materials of others outside of Nursery, such as in their homes or community groups.
- Graffiti symbols, writing or creative expression promoting extremist messages or images.
- Anyone accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Neighbouring nurseries, schools, local authority services and police reports of radicalisation issues affecting other settings.
- Use of extremist or ‘hate’ terms to exclude other or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Anti-British views or attempts to undermine cultures of a peaceful civilised nation.

### **1.32 BRITISH VALUES**

An effective way to help children resist extremist views is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS.

Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We need to teach our children that it is possible to live together peacefully, where each of them is a valuable part of our multi-cultural world.

We recognise that it is important to work closely with parents and carers to let them know that we will be teaching their children British values as part of our day to day curriculum. Indeed, the Early Years Foundation Stage lays down guidelines as to how

the Nursery should encourage British values and be aware of them either here or at home. For example, we will promote and teach children and staff to be mindful of:

- Valuing and respecting family.
- Understanding and recognising we live in a multicultural and diverse world.
- Working with parents and carers to ensure values are consistent.
- Learning about the world in which we live and be proud of what we see around us.
- Teaching children to respect the law, learn right from wrong and to have social responsibility.
- Promoting a sense of belonging in our local community.
- Learning about our own and respect other faiths and beliefs, whether theistic, agnostic or non-religious.
- Understanding each child has a voice and is listened to; they feel important and that their views will be included.
- Promoting what living in a democracy means in practice.
- Teaching children to be kind, helpful and respectful of others.
- Celebrating festivals and marking special days from the world around us.
- Teaching children about compromise, that some of us believe one thing and some of us believe something totally different and that's okay.
- Teaching children about shared values and working together towards a common goal.

Within these guidelines we will be helping children to become compassionate, considerate adults and that they will form part of a fair and equal society. We will demonstrate these values through the management and implementation of the Early Years Foundation Stage amongst other teaching philosophies.

Through this policy we will share these values and make sure our staff understand and act appropriately within it. We will at all times share this policy with parents/carers as well as benchmark its content with best practice elsewhere.

### **1.33 LEGISLATION**

In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- PREVENT Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism and Security Act 2015
- The PREVENT Duty, DfE Departmental advice for schools and child care providers 2015.

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon local authorities and all specified settings including nurseries in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”. We are required under Section 26 to:

- Know about and identify early indicators in children, staff and others associated with the Nursery.
- Develop the confidence to challenge and intervene.

- Assess the risk of our children being drawn into terrorism and terrorist ideology.
- Have clear protocols and keep records.
- Be monitored by OFSTED in how we exercise these duties.

We will work with the Local Authority (Multi-Agency Safeguarding Hub – MASH) and with other agencies in making sure we undertake our duties under PREVENT.

### **Assessing Risk**

We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children/young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means including on line and through social media.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into our Nursery by many different sources.

We understand the following concerns as some indicators of vulnerability in children/young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity crisis – distance from cultural/religious heritage and uncomfortable with their place in society around them.
- Personal crisis – family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging.
- Personal circumstances, - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy.
- Un-met aspirations – perceptions of injustice, feeling of failure, rejection of civic life.
- Criminality – experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential risk indicators identified in the PREVENT Strategy:

- Use of language seen to be inappropriate (for example, causing distress or alarm and perceived to be prejudiced, inflammatory or hateful).

- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors which indicate a possible process of potential grooming/entrapment;-

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet and access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings, for example, rallies and articulating support for “Them” and “Us” language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups
- Sudden unexplained foreign travel.
- Parents/carers presenting worrying views.
- A staff member, manager, volunteer or visitor presenting concerning views.
- Online exposure and the viewing of online materials seen to be concerning, disturbing, inflammatory or anti British in tone.
- Any child or young people/parents/visitor on school property who you may feel are discussing/providing information to children that may be seen as inciting or inflammatory.
- Taking action to remove children from curriculum based activities or visits on the basis of a view seen to be perceived as linked to an extreme view, ideology or irrational fear.

Within the bounds of what is possible for us as a childcare setting, we will assess and monitor the risk of nursery children being drawn into terrorism. We recognise we are in an important position to identify risks within our local context.

### **1.34 STAFF RESPONSIBILITIES**

All practitioners and staff working with children must be familiar with the process by which we can at least begin to identify those children who may be vulnerable to radicalisation (see previous section). Understandably, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children’s behaviour, which could indicate they may be in need of help or protection.

Clearly very young children are extremely susceptible to suggestion from adults and other sources and we need to recognise and assess the context of what appears to be extremist behaviour. Staff will always seek guidance from the Nursery Managers who in turn will be advised by the Local Authority experts where behaviour is deemed to be of a reportable or uncertain nature. In particular staff need to be mindful that:

- By focussing on children’s personal, social and emotional development we will ensure that they learn right from wrong, mix and share with other children,

value other's views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.

- We are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members. We will take action when we observe behaviour of concern.
- Staff participate in training to help identify children who may be vulnerable to radicalisation and know what to do when they are identified.
- We will assess the risk of children being drawn into terrorism and work in partnership with local agencies such as the police, prevent co-ordinators, police practitioners and the LSCB, to take account of local risks and respond appropriately.
- These behaviours can be evident in all sorts of activities such as during circle time and role play activities. Quiet time is also a good time for children to make disclosures as this is the period that children are close to their key persons.
- People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity.
- Terrorism is not promoted by any single religion or belief.
- The Prevent duty does not require us to carry out unnecessary intrusion into family life but we are required to take action when we observe behaviour of concern.
- There are certain terminologies used by Muslim families for example; "inshallah", "alhumdillah", "marshallah", "alah ho akbar". These phrases normally not an indication of any form of radicalisation.
- People's dress code like hijabs, nikabs, abayas and jibabs are not indicative factors that they are at risk of being radicalised.
- The best way to help children resist extremist views or challenge views is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS.

So what does this mean in practice and how do we incorporate our understanding of what PREVENT means into our daily activities?

### **Democracy – Making Decisions Together**

- As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, managers and staff can encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other's views and talk about their feelings, for example when they do or do not need help.
- When appropriate we will demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Respect for the Law – Rules Matter**

- Understanding rules matter as cited in Personal, Social and Emotional Development.

- As part of the focus on managing feelings and behaviour, staff can ensure that children understand their own and others behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

### **Individual Liberty – Freedom for All**

- As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal, Social and Emotional Development and Understanding the World, children should be encouraged to develop a positive sense of themselves.
- Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss what they feel about going to school.

### **Mutual Respect and Tolerance – Treat Others as You Want to be Treated**

- As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in Personal, Social and Emotional Development and Understanding the World, managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own cultures, know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

### **What is not Acceptable**

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from their wider community.
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

### **Training and Awareness**

As part of our statutory duties and our own desire to uphold the highest safeguarding standards, we will ensure that staff are fully trained to understand how to minimise the

possibility of radicalisation. This will be achieved by promoting behaviours and understanding in children that are fundamental to the EYFS.

- Ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes being alert to early indicators, responding to and reporting. Training will include all staff including part time, bank and volunteers, plus ancillary staff.
- We will follow the recommendations of the local authority and ensure staff attend PREVENT/WRAP or other recommended training and that this is relevant to the job role in the Nursery.
- Ensure staff are also well versed in associated policies and procedures such as Equalities, Inclusion and Diversity.

### **Procedures for Referrals**

It is important that staff understand the processes by which their concerns and observations can be escalated and that irrespective of the outcome of the escalation, staff are fully protected by Nursery policies and the law in so doing.

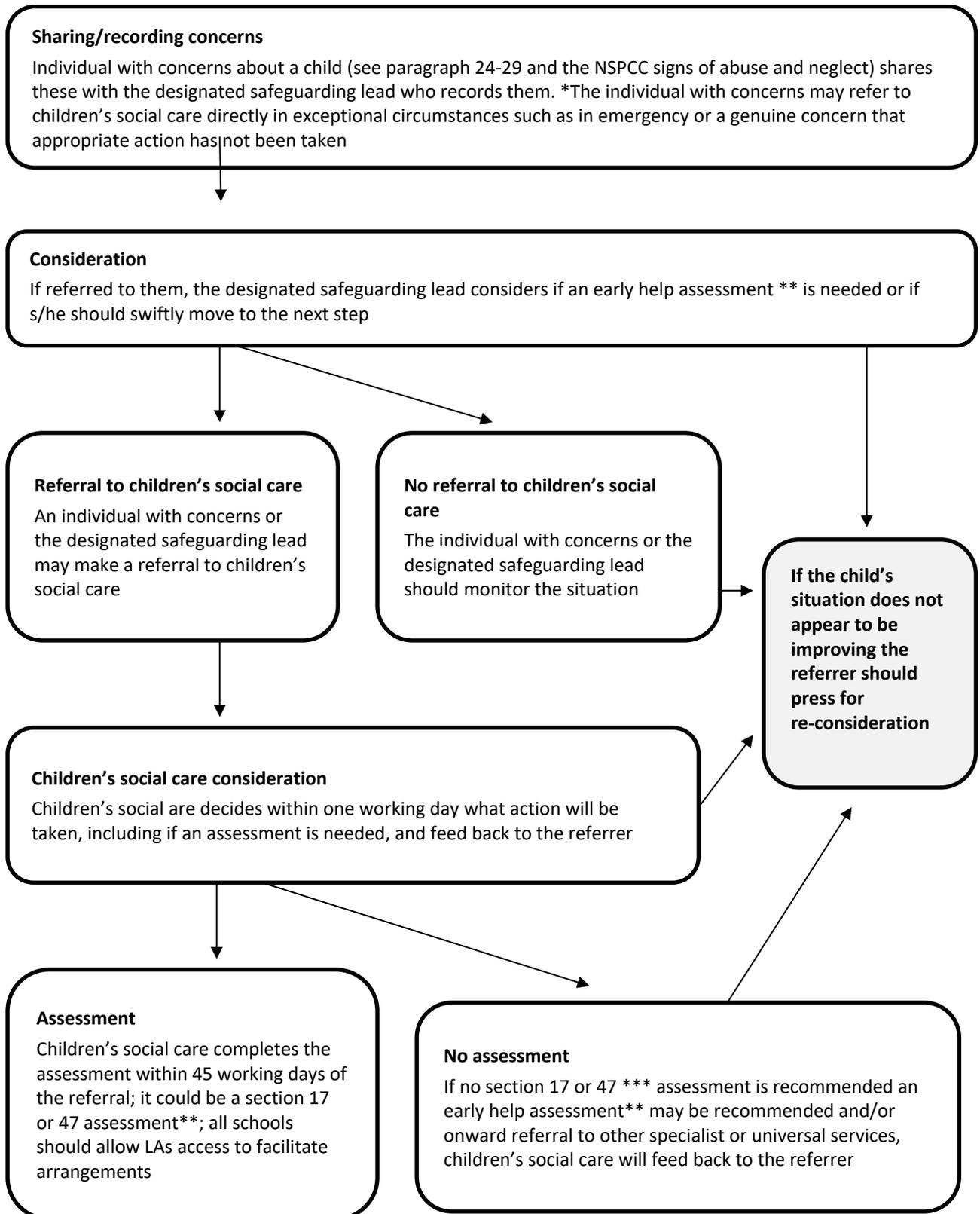
In the first instance it is important that any concerns are shared with either the room leader or Nursery Management. In this way we will be able to filter the concerns and assess whether further action is necessary. Staff should not feel awkward or uncomfortable about reporting a concern, because irrespective of the significance of the outcome, vigilance should always be encouraged.

- We will treat any worry or concern that a child or young person in the Nursery may be exposed to possible extremism, extremist ideology and/or radicalisation as a safeguarding concern.
- We will follow the Nursery's normal safeguarding procedures including discussing with the Nursery Designated Safeguarding Lead and/or Managers, and where deemed necessary, with the children's Social Care or the Multi Agency Safeguarding Hub.

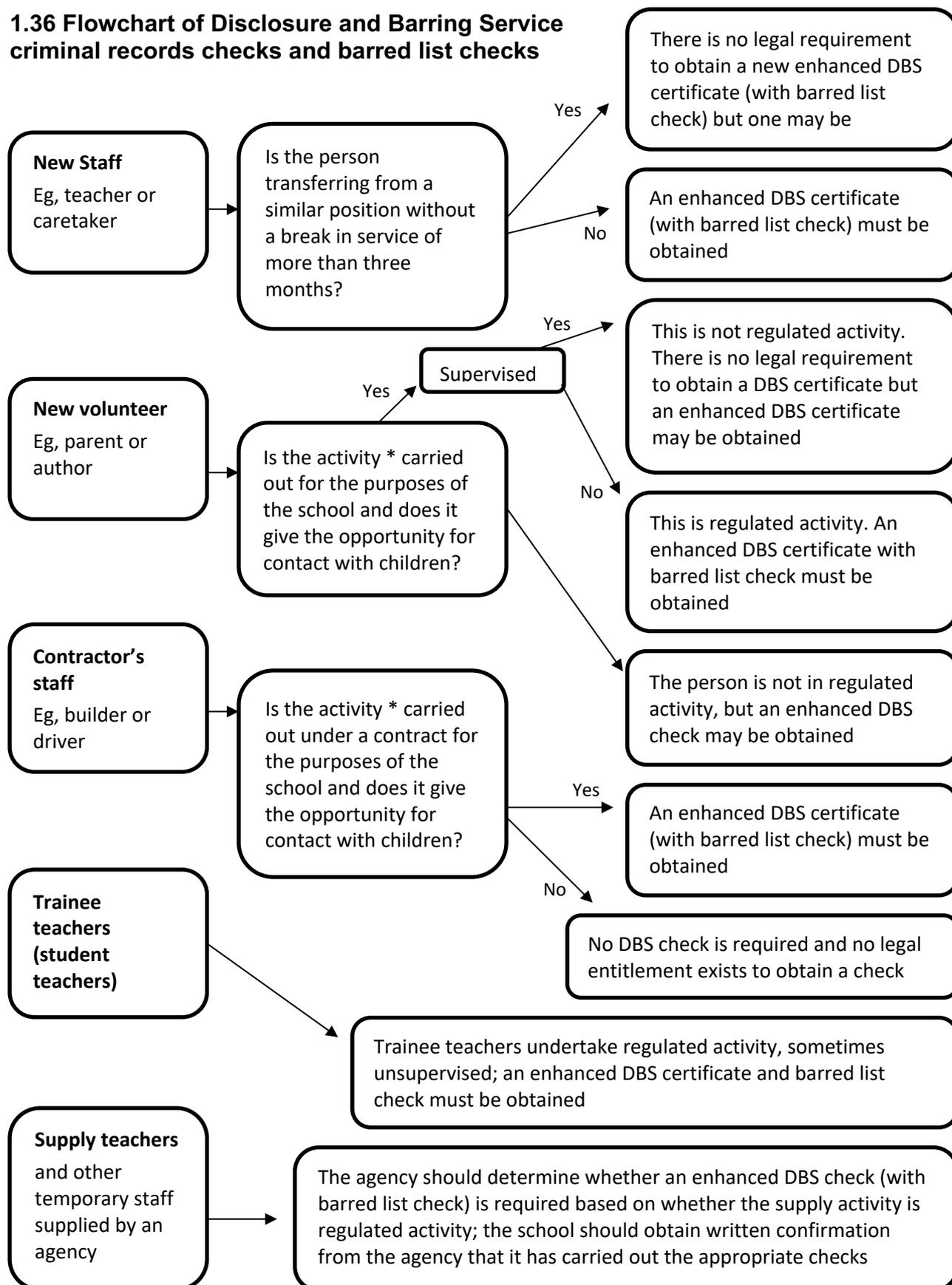
The Managers can also contact the local police or dial 101 (the non-emergency number). They will then talk in confidence about concerns and help to access support and advice.

- If the concern is about a member of the management team, then staff should in the first instance contact the Manager.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) Please note that the helpline is not intended to use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

### 1.35 Action to be taken when a child has suffered or is likely to suffer harm flowchart from Keeping Children Safe in Education (KCSIE 2015)



### 1.36 Flowchart of Disclosure and Barring Service criminal records checks and barred list checks



\*Activities listed under the guidance definition of regulated activity and which are carried out 'frequently'

## **1.37 MOBILE TELEPHONES AND CAMERA ACCEPTABLE USE POLICY**

### **Statement of Intent**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

We will not allow the inappropriate use of mobile telephones and cameras around children as we wish to prevent staff from being distracted from their work with the children and keep our children safe.

### **Aim**

Our aim is to have a clear policy on the acceptable use of mobile telephones and cameras that is understood and adhered to by all parties concerned without exception. In order to achieve this we operate the following Acceptable Use Policy:

### **Mobile Telephones**

- The Nursery allows staff to bring in personal mobile telephones and devices for their own use but must ensure that these are left inside their bag throughout contact time with children. Under no circumstances may staff contact a current parent/carer or pupil using their personal device.
- Staff bringing personal devices into Nursery must ensure there is no appropriate or illegal content on the device.
- Mobile phone calls may only be taken at staff breaks or in staff members own time and in an area where children are not present.
- If staff have a personal emergency they are free to use the setting's telephone or make a personal call from their mobile in an area where children are not present.
- If any staff member has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Manager.
- It is the responsibility of individual staff to ensure that the Manager and HR has up to date contact information and that their families, children's schools etc. know their emergency work telephone number.
- During group outings nominated staff will have access to the setting's nominated 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 the Head.
- Concerns will be taken seriously, logged and investigated appropriately.
- Should appropriate material be found then the Local Authority Designated Officer (LADO) will be contacted immediately. The College will follow any appropriate disciplinary measures informed by the guidance of the LADO. These measures may result in staff member's dismissal.

### **Cameras / iPads**

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

- Under no circumstances may staff use their mobile phone or personal camera to take photographs within the setting. Should a member of staff fail to comply with this, it will result in disciplinary proceedings.
- Only the designated Nursery cameras/ Ipads may be used to take any photograph within the setting or on outings. Images taken must be deemed suitable and must never put the child/children in any compromising positions that could cause embarrassment or distress or harm.
- All staff are responsible for the location of the cameras. Cameras/ Ipads must be put away securely at the end of each day.
- Images taken and stored on the camera/ Ipad must be downloaded as soon as possible, ideally once a week and the images deleted from the cameras memory card.
- Under no circumstances must cameras/ Ipads of any kind be taken into the bathrooms without prior consultation with the Head.
- If photographs need to be taken in a bathroom ie photographs of children washing their hands, permission must be obtained from the Head and staff be supervised whilst taking the specific photograph. At all times the camera / Ipad must be placed in a prominent place where it can be seen.
- Failure to adhere to the contents of this policy will led to disciplinary procedures being followed.

## Review

Reviewed/Approved	By	Date	Review Date
Updated by	Mandy Davis/Jackie Malin	02-2019	02-2020
Approved by			