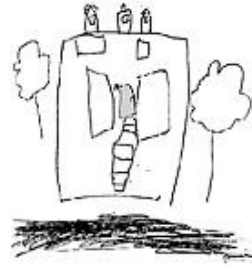


LONDON BOROUGH OF BARNET
MOSS HALL NURSERY SCHOOL
189, NETHER STREET, LONDON N3 1NR
TELEPHONE 020 8445 2518
HEAD TEACHER: Annette Long B.Ed MA
E-mail: office@mosshallnursery.barnetmail.net



SAFEGUARDING- CHILD PROTECTION POLICY

At Moss Hall Nursery we recognise that all children have a fundamental right to be protected from harm. All child protection work is conducted within the context of the Children's Act and following the London Child Protection Procedures. Our setting will work with children, parents and the community (such as social care, the police and other services) to ensure the rights and safety of children and to give them the very best start in life.

Moss Hall Nursery School is committed to building a 'culture of safety and vigilance' in which children are protected from abuse and harm in all areas of its service delivery. We ensure compliance with the Children's Act of 2004.

Designated Safeguarding Lead Person: Annette Long (In her absence - Angela Filby)

Designated Safeguarding Governor: Brian Salinger

Contact: Through the school or Cllr.B.salinger@barnet.gov.uk

IMPLEMENTATION

We provide adequate and appropriate staffing resources to meet the needs of children. Applicants for posts within the setting are clearly informed about the requirements of Safeguarding Children and Safer Recruitment in Education (2007). Under current legal requirements around disqualification (under section 76, Childcare Act 2006), every member of staff must not have been disqualified from working with children and must not be living with someone who has been disqualified.

We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service 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.

We abide by all current requirements for example, Keeping Children Safe in Education (2016)- all staff have read Part One/ Annex A and Early Years and Foundation Stage Guidance 2012

We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.

Whilst Nursery aged children are not of compulsory school age the safeguarding principles remain. The school is aware of the statutory guidance for local authorities; 'Children Missing Education: September 2016' and would take appropriate action to establish the whereabouts of a child.

We have procedures for recording the details of visitors to the setting. Visitors and volunteers do not work unsupervised. Our systems prevent unauthorised access to our premises.

We seek out **training opportunities** for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible abuse, and so that all staff are aware of the local authority guidelines for making referrals and for reporting and recording their concerns in the setting. Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated and will be in line with advice from the LSCB. All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. The Designated School Lead will undergo updated child protection training to refresh their skills and knowledge at regular intervals to allow them to keep up with any developments relevant to their role.

The layout of the rooms allows for constant supervision. Staff are only in a one-to-one situation without being visible to others for very short periods of time.

We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.

We ensure all regular volunteers have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service. The term 'regular' is used for any volunteer intending to support the school on more than two occasions within a given month.

We abide by the requirement to check that all members of staff should be considered under the category of 'disqualification by association' in accordance with DFE requirements (see Safer Recruitment Procedures).

Whenever children are on the premises at least two adults are present.

We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Systems are in place for the safe arrival and departure of children and our systems prevent children from leaving our premises unnoticed.

The times of the children's arrivals are recorded and departures monitored.

The arrival and departure times of adults - staff, volunteers and visitors - are recorded.

The personal possessions of staff and volunteers are securely stored during sessions. Mobile phones are never used or stored in class. All staff, volunteers, students and parents are made aware of this through induction, signage and verbal reminders. All staff are confident to remind new parents should the need arise. At whole group events, parents are reminded of

the 'family use' procedures for taking photos. Special permission will always be gained from parents/ carers for any 'public use'.

Through the implementation of the Early Years Foundation Stage, we teach the children to be confident, assertive and to seek support when needed. We support the children to respect each other's personal space and to understand what is appropriate contact.

PROCEDURES

We acknowledge that abuse of children can take different forms :

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse involves: hitting, slapping, kicking, misuse of medication, undue restraint, 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.

Sexual abuse involves: forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non contact situations such as viewing child abuse images.

Emotional abuse involves: persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved.

Neglect: and acts of omission are also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).

Child Sexual Exploitation (CSE): Child sexual exploitation 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.

Female Genital Mutilation (FGM): We understand the need to be alert to the possibility of girls being at risk of FGM, or already having suffered FGM.

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that

it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

Indicators that may show a heightened risk of FGM include:

The risk of FGM increases when a female family elder is visiting from a country of origin.

A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.

A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.

A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include:

Difficulty walking, sitting or standing.

Spending longer than normal in the bathroom or toilet.

Spending long periods of time away from a classroom during the day with bladder or menstrual problems.

Prolonged or repeated absences from school followed by withdrawal or depression.

Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Radicalisation/ Prevent Duty: Protecting children from radicalisation is part of our school's safeguarding duties. Staff must use their professional judgement to identify children at risk of radicalisation and act appropriately. Any staff member who identifies such concerns must report them to the safeguarding lead. The safeguarding lead must consider whether to forward this on to the police or emergency services. All staff have been trained with regard to the Counter Terrorism and Security Act 2015 (commonly known as The Prevent Duty).

All staff members understand that **Honour Based Violence** is a Child Protection matter: Honour based violence is a violent crime or incident which may have been committed to

protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

Staff also understand the fact that children with **Special Educational Needs** face additional safeguarding challenges and, therefore, additional barriers can exist when recognising abuse and neglect. Such barriers include: Communication barriers or assumptions that indicators of possible abuse, such as behaviour, mood and injury, are simply related to the child's SEND.

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. There is a mandatory duty to inform the local authority of children in such arrangements.

RESPONDING TO SUSPICIONS OF ABUSE

Abuse may be demonstrated through the things children say (direct or indirect disclosure) or through changes in their appearance, their behaviour, their attendance or their play.

Any member of staff (including volunteers) can make a referral to Social Care if there is a risk of immediate serious harm to a child. However, although staff can approach children's social care services directly in exceptional circumstances, they are expected to raise concerns with the school's designated safeguarding lead in the first instance.

If you suspect, or have been informed, that a child is being abused or have any concerns about a child, inform the designated person responsible immediately.

If a child confides in you, please listen carefully and sensitively and record accurately what was said immediately afterwards. Take care not to influence the outcome either through the way you speak to children or by asking questions of children.

Make a written record that forms an objective record of the observation or disclosure that includes:

the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the 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.

These records are signed and dated: All notes on possible concerns are kept securely in the Child Protection File to be found in the Heads Teacher's office.

After consideration of the concerns by the nominated person /Head Teacher, a decision will be made to continue to monitor or contact Social Care /Barnet's Safeguarding Children Board / MASH Team in order to 'consult' for further advice or to make a referral. (If in doubt 'consult' with Social Care).

INFORMING PARENTS

After discussion with the designated child protection person, information must be made available to the child's parents unless to do so would place the child at risk of significant harm.

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 Local Safeguarding Children Board does not allow this.

This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

We believe in building trusting and supportive relationships with families, staff and volunteers in the group. We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team. We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We will follow the Child Protection Plan as set by the child's social care worker in supporting that child and their family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

LIAISON WITH OTHER AGENCIES

We work within the Local Safeguarding Children Board guidelines. We acknowledge the importance of the Common Assessment Framework (CAF) and will use it to help the early identification of children's additional needs and promote co-ordinated service provision to meet them.

We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social care team to work well together. We notify the registration authority (Ofsted) as required.

Schools are required to consider reporting historical abuse allegations to the police.

When a child transfers from Moss Hall Nursery School, Child Protection files must be transferred securely between schools, separate to the main pupil file, and the DFE now recommends that transferring schools obtain a confirmation of receipt.

ATTENDANCE

If a child is absent for one day without notification the Head Teacher should be informed. On the second day of absence the family will be called at home either by the class teacher or school secretary. The call will be noted in the register. If there is already a concern, action should be taken on the day of absence. Attempts will be made to contact the

parents/guardian by telephone or by delivering a letter to their last known address. If no contact can be made and there are concerns for the child's welfare, the duty social worker should be informed.

Conduct of adults in the school should be taken to the headteacher as the Designated Safeguarding Lead). Concerns about the headteacher should go to the Chair of Governors. If a staff member feels unable to raise an issue, or that their concerns are being ignored, there are further whistleblowing channels available, for example, the NSPCC whistle blowing helpline is available from 8:00am to 8:00pm Monday to Friday (0800 028 0285). Alternatively, assistance can be sought via email: help@nspcc.org.uk. The local authority Designated Officer (LADO) will be contacted as appropriate.

CONFIDENTIALITY

All suspicions and investigations are kept confidential and shared only with those who need to know.

GUIDANCE FOR NOMINATED PERSON & HEAD TEACHER

SOCIAL SERVICES

MASH (Multi- Agency Safeguarding Hub)/ (DUTY SOCIAL WORKER)

www.barnet.gov.uk/wwcib/mash

020 8359 4066

OUT OF HOURS- 020 8359 2000 (follow menu)

CONSULTATION LINE

0208 359 4336 (Tuesday/ Wednesday-9.30-11.30am)

LADO

0208 359 4066

Updated December 2016 To be reviewed at least annually.

Appendix 1

Child Protection Procedure

"In house" procedures for all staff

- Always note down **immediately** what you were told
- Sign and date observations. Give as much detail as possible. Do not ask any leading/closed questions. Do not promise to keep any secrets but reassure them that they have done the right thing talking to you.
- Give, **immediately**, to child protection officer- Annette. If Annette is not available, give to Angela
- Annette will file report/ contact parent/ borough/ social services depending on severity of report
- If Annette is not in school, Angela will contact her by phone. If Annette is not available, Angela will seek advice from the borough.
- Remember to follow up your disclosure with either Annette or Angela. This is safety check for you, the child and the designated officer!!
- Never worry that an incident may not be serious enough to pass on to the designated person. Always discuss any concerns with the designated lead.
- The member of staff reporting the event will receive feedback regarding the actions taken.
- Any follow-up conversations with parents should be carried out in the head teachers office and with 2 members of staff present (ideally one being the head teacher)
- The child protection officer should be the main liaison point between school and family.

