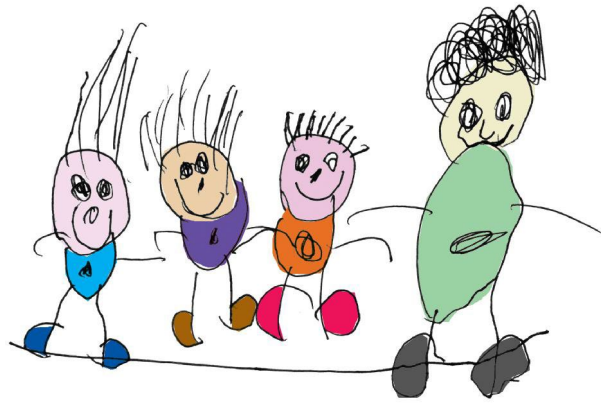
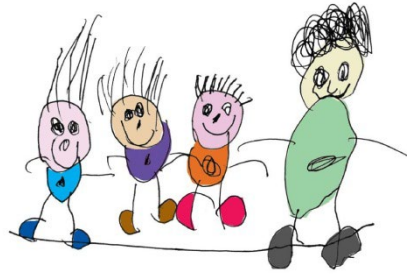


Strategic Child Protection & Safeguarding Policy



Broomhall Nursery School

September 2023



Broomhall Nursery School

Safeguarding in Education

Strategic Child Protection & Safeguarding Policy

This policy should be read in conjunction with:

- Working Together to Safeguard Children
- Safeguarding Annual Report (SAR)
- Keeping Children Safe In Education Statutory Guidance for Settings & Colleges
- Inspecting Safeguarding in Early Years, Education and Skills Settings Ofsted
- Staff Child Protection Guidance

Policy Reviewed – Sep 2023
Ratified by Governors -
Review - Sep 2024

Broomhall Nursery Setting & Broomhall Under 3s Academic Year 2024/25

We all have a statutory duty to “**safeguard and promote the welfare of children**” ([Working together to safeguard children, DfE 2018](#)) up to the age of 18 years/25


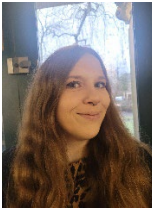

If you have any concerns about the health and safety of a child or young person at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry about reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

However, if you think that a child, a young person or an adult who cares for them has been or might be harmed; please talk to one of the people below immediately.

You can ask any member of staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you can talk to are:

	<p>Designated Safeguarding Lead: Name: Nancy Farrow - Headteacher Located: Head Teacher Office Tel: 0114 2721453</p>
	<p>Designated Safeguarding Deputy: Name: Kirsty Bray – Assistant Headteacher Located: Head Teacher Office Tel: 0114 2721453</p>
	<p>BU3s Designated Safeguarding Deputies: Name: Theresa Fletcher & Louise Woolhouse - Managers Located: Broomhall Under 3s (Floor 1) Tel: 0114 2721453</p>
	<p>Rosa Cisneros– Safeguarding Governor Contactable through setting office</p>

An allegation or disclosure of abuse involving someone working with children or adults in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Directors of Broomhall Under 3s.

The Safeguarding Children Team in your setting includes:

Head Teacher/Principal/Senior Manager: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Nancy Farrow Tel: 0114-2721453

Designated Safeguarding Lead (DSL): teaching or pastoral staff from senior leadership team, responsible for all safeguarding issues, advising & supporting staff, liaising with the local authority & other agencies.

Name: Nancy Farrow Tel: 0114 2721453

Designated Safeguarding Deputies (DSD): a teacher, support or pastoral worker, in a post which requires assessment of children, deputises for the DSL. Not an administrative or finance worker.

Name: Kirsty Bray/Theresa Fletcher/Louise Woolhouse Tel: 0114 2721453

Child Sexual Exploitation (CSE) Lead: support for pupils & staff to understand CSE & related topics & how to refer

Name: Kirsty Bray Tel: 0114 2721453

Special Educational Needs & Disabilities Coordinator (SENDCo): support for pupils with special education needs & disabilities as well as their parents & carers, staff & other agencies working with said pupils

Name: Judith Eastall Tel: 0114 2721453

Learning Mentor (or equivalent): develops strategies & support to help pupils achieve their full potential

Name: Judith Eastall Tel: 0114 2721453

Looked After Children Designated Teacher: promotes the education of 'looked after'/previously 'looked after' children

Name: Nancy Farrow Tel: 0114 2721453

Online-Safety Coordinator: develops & maintains a safe online culture within a setting

Name: Kirsty Bray Tel: 0114 2721453

Education Welfare Officer (or equivalent): addresses difficulties preventing pupils from attending setting

Name: Nancy Farrow Tel: 0114 2721453

Early Years Foundation Stage (EYFS) Lead: supports staff to keep pupils up to 5 years old safe and well

Name: Nancy Farrow Tel: 0114 2721453

Medical Practitioner: supports pupils medical needs, ill health absence, medicines & individual healthcare plans

Name: Nancy Farrow Tel: 0114 2721453

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor: ensures there are appropriate policies & procedures in place, that they are being implemented & followed, & challenges deficiencies & weaknesses that are identified.

Name: Rosa Cisneros Tel: - 0114 2721453

Chair of Governors/Management Committee: leads on safe recruitment & allegations of abuse against Head Teacher/Principal/Senior Manager & other staff & liaises with Local Authority

Name: Liz Chesworth Tel: 0114 2721453

SENDCo Governor: link between the SEND Co-ordinator (SENDCO) and the governing body/management committee

Name: Liz Hodkin Tel: 0114 2721453

BROOMHALL NURSERY SETTING and BROOMHALL UNDER 3S

Strategic Child Protection & Safeguarding Policy

For the purpose of this policy:

- **'staff'** refers to all paid adults, volunteers or students on placement, working in any capacity in the setting or in activities organised by the setting, which brings them into contact with pupils of the setting.
- **DSL** Designated Safeguarding Lead
- **DSD** Designated Safeguarding Deputy
- **CPG** Child Protection Governor
- **LADO** Local Authority Designated Officer
- **SCSP** Sheffield Children's Safeguarding Partnership
- **SSH** Sheffield Safeguarding Hub
- **DBS** Disclosure & Barring Service (Formally CRB)
- **KCSiE** Keeping Children Safe in Education
- **EW0/S** Education Welfare Officer/Service
- **MAST** Multi Agency Support Teams
- **YFS** Youth & Family Support
- **PET** Prevention & Education Team
- **GDPR** General Data Protection Regulation
- **Child Protection** refers to the multi agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
- **Safeguarding** refers to the protection, safety and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

See Ofsted definition and scope of Safeguarding (Appendix K)
- **Child** Any pupil under the age of 18 is legally a child.
- **Pupils 18 or over** If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as with children e.g. SSH may sign post to Adult Services or refer to YFS

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1. Introduction

The setting has a well-developed system for the reporting and recording of Child Protection concerns about individual, family or groups of vulnerable pupils. The setting uses an online reporting system which ensures all relevant staff are notified of concerns and the DSL is kept fully informed of all safeguarding issues onsite. The system is embedded into everyday practice allowing a holistic picture of the child to be built. All staff have logins allowing safeguarding, SEN, behaviour and pastoral concerns to be collated and actions to be recorded and noted.

At the time of this policy review the setting is supporting children who are subject to Child Protection, Child in Need plans and LA support. Support is in place for Looked After Children. There is appropriate expertise within the setting to support the LA Early Help Assessment process which if appropriate is led by the setting or supported by the setting.

There is a planned Safeguarding element to the Early Years curriculum which is designed to build resilience and awareness of how pupils can keep themselves safe and this is supported by the LA and other agencies and services.

1.1 Core Principles

- Our Setting Community fully recognises our responsibility to safeguard and promote the welfare of all of our pupils.
- We believe that not only is this a moral and statutory responsibility but we know that children who feel safe and secure at setting are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure or belief that a child is suffering or at risk of suffering harm.

2. Related Legislation & Guidance

- Working Together to Safeguard Children (2018) UPDATED 22/ consultation June 23
- Keeping Children Safe in Education (KCSiE) (DfE Sept 2023) includes updates in relevant sections
- Reasonable Force (DfE July13)
- Searching, Screening & Confiscation (DfE updated 23)
- Safer working Practice for Adults who work with Children & Young People in Education Settings (April 2022 Safer Recruitment Consortium)
- Setting Whistle Blowing procedure for maintained settings (2014)
- Inspecting safeguarding in early years, education and skills settings (Ofsted Sept 2022)
- General Data Protection Regulation (ICO 2018)

- The Prevent Duty -advice for settings and childcare providers (DfE)
- Female Genital Mutilation: Multi-Agency Practice Guidelines (HM Govt 2020)
- What to do if you're worried a child is being abused (HM Govt 2015)
- Setting Attendance – Guidance for maintained settings, academies, independent settings & LAs (DfE 2022).
- Exclusion from maintained settings, Academies and pupil referral units in England (updates Sept 2022).
- Disqualification under Childcare Act – Statutory guidance for local authorities, maintained settings (Feb 2015 updated 2018)

3. Other Safeguarding Related Policies

The setting has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for example:

- Behaviour and Anti-Bullying policy
- Safe Handling policy
- Special Educational Needs & Disability policy
- Health and Safety policy
- Online Safety policy
- Allegation & Whistle Blowing guidance
- Safe & Appropriate Working / Code of Conduct
- Safer Recruitment
- Intimate Care

The above list is not exclusive but when undertaking policy development the setting will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

4. The Policy

There are four main elements to our Child Protection & Safeguarding Policy:

- **Prevention** (e.g. positive setting atmosphere, pastoral support to pupils, the SMSC & PSED elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure setting environment)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping)
- **Support** (to all pupils and setting staff and to children who may have been abused or are in other ways vulnerable).

- **Collaboration** with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

This policy applies to all staff, governors and visitors to the setting. We recognise that child protection is the responsibility of all staff within our setting. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the setting will be made aware of the setting safeguarding procedures as part of their initial induction process.

5. Setting Commitment

The setting adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see setting as a safe place when there are other difficulties in their lives. Pupils' worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

Our setting will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults in the setting whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child on child abuse and online bullying and abusive behaviour are reported and appropriately dealt with.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual Exploitation, Female Genital Mutilation, Radicalisation, Setting attendance concerns and Forced Marriage and that they have access to additional advice and support.

- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. They are aware that they are in a Position of Trust and what the implications are of that for their working practice and out of setting conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE

6. Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the DSLs will share that information on a '**need to know, what and when' basis.**

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the setting unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action and risks bringing the setting into disrepute and in specific circumstances place children at risk.

7. Roles and Responsibilities and Early Help

All staff have received and had time allocated to read and have the opportunity to seek advice or clarification about the current;

- Keeping Children Safe in Education – Part 1 information for all Setting & College staff
- Staff Child protection Policies and Procedures

All staff have access to the current:

- Keeping Children Safe In Education Full guidance
- Setting Strategic Child Protection & Safeguarding Policy
- What to Do if you are worried a child is being abused
- The Setting safeguarding whistle blowing policy

7.1 All adults

All adults working with or on behalf of children have a professional, moral and legal responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse, neglect, exploitation and violent extremist radicalisation and to record and report concerns to staff identified with child protection responsibilities within the setting.

7.2 Early Help

All staff are particularly alert to the potential need for Early Help for children at risk as in 7.1 and also a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have an EHCP)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and associating with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child
- (KCSiE)

This responsibility is outlined in Keeping Children Safe in Education (KCSiE)

7.3 The Setting DSL/DSD

The DSL or DSD (or another appropriately trained senior member of staff) will be available on site when the setting is open to advise staff or respond to urgent Child Protection matters. The DSL and DSD are designated to take the lead responsibility for Child protection. This includes:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining and transferring CP records for individual pupils and liaising with previous and receiving settings
- ensuring the preparation of appropriate reports for and

attendance at Case Conferences, Core Groups and other multi agency meetings

- arranging appropriate induction and continuing training for all staff
- liaising with the headteacher/manager and Designated Child Protection/Safeguarding Governor
- encouraging a culture in staff of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- ensuring any education and social assessments of children considers wider contextual environmental factors

The DSL must keep individual members of staff appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent they can refer to Children's Social Care or the LADO.

7.4 Management and Leadership by the Headteacher /Manager and Governors

Ensures that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

7.5 The Governing Body /Directors

The Governing Body has the responsibility to monitor and ensure that all CP arrangements, procedures, policies and training are in place and effective. Safeguarding is an agenda item on every full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way.

The Governing Body fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of children as outlined.. The Governing Body will:

- Designate a governor (DSG) for Child Protection & Safeguarding who will monitor the setting's Child Protection policy in operation, training and procedures and report to the full Governing Body/safeguarding governor.
- Ensure a written report, as part of the Head teachers report, is presented to each Governing Body meeting on the Child Protection/safeguarding work of the setting and that the previous setting year SAR is presented at the Autumn Term meeting.

- Ensure that the annual report (SAR) is forwarded to the SCSP.
- Ensure that this policy is revised and updated annually and in doing so will seek the views of parents and pupils and the views and experience of staff.
- Remedy any identified weaknesses in the policy or application of the policy immediately.
- Make opportunities available for Governors to complete:
 - Safer Recruitment training
 - Governor's Safeguarding Roles & Responsibilities training

The DSG acts as a 'Champion' for Child Protection and liaises with the Head & DSL in order to report to and update and advise the full Governing Body on the strategic and operational aspects of safeguarding.

Governors will not normally have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

8. Records and Monitoring

It is essential to keep detailed, accurate and accessible records in order to protect children effectively at all times. Information sharing guidance and GDPR will be followed. All staff are made aware of the need to record and report concerns about a child or children within our setting immediately to the DSL.

All staff should record such concerns or disclosures as a 'new incident' and if needed completing a Body Map. Pre-existing injuries must be recorded on the appropriate form and discussed with parent / carer.

The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or settings, in consultation with the DSG.

Each individual Child's electronic file of concern will contain a 'Chronology' which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly on the chronology. The file will also contain all other relevant information but be separate from the child's other setting records.

Separate child or if appropriate, family CP files are stored in a locked and secure location in the Headteacher's office. Only the DSLs, Headteacher and Senior Teacher have access to these files.

The information in these files may be shared with other agencies as

appropriate and in some cases used as evidence by other agencies in line with current Information Sharing guidance and GDPR.

Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated.

Parents may request to read their child's file. Setting will seek advice from the LA if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any '3rd party' information that will need to be redacted.

The DSL will decide what information needs to be shared within setting with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.

Child protection records are reviewed each term to check whether any action, advice or updating is needed.

8.1 Transferring and Retention of Records

- Records are transferred to receiving settings when children transfer at normal phase transition and at any other time, including the FE or other settings before the age of 18.
- Copies of records will be made if siblings attend the setting and the records are relevant to them.
- When children transfer settings at normal phase transition, Child Protection and other safeguarding concerns will be discussed between DSL and the DSL at the receiving setting.
- Records are sent or if possible handed to the receiving setting separately from other records and marked 'Private & Confidential for the attention of the DSL'.
- If sending by post records will be sealed in an envelope and marked as above and sealed in an addressed envelope before sending by recorded delivery.
- Written receipt of records will be obtained from the receiving setting.
- When admitting children at times other than the normal phase, transition checks with the previous setting will be made to establish if there is Child Protection information in respect of the child or children.
- The current early years, education or skills setting is regarded as the

'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

9. Concerns

9.1 Recognising concerns

Setting staff are particularly well placed to observe, and should be alert to, outward signs of abuse or risk taking behaviour, changes in behaviour or poor or irregular attendance.

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE part One and Annex A and have access to the full guidance and '*What to do if you are worried a child is being abused*' Mar 15, which contain detailed information about forms of abuse and related issues.

9.2 Sexual, Physical, Emotional Abuse & Neglect

All staff are aware of the indicators of such abuse and how to respond to disclosures and other concerns.

9.3 Domestic Abuse, Mental Ill Health and Substance Misuse

The NHS refer to these as the 'toxic trio' as they often co-exist, particularly in families where significant harm to children has occurred. Staff are aware of this and how to respond and report.

9.4 Child Sexual Exploitation (CSE)

Staff are made aware of the possible indicators of CSE and the need to refer these concerns to the DSL. These will be referred to the SSH in order that the LA CSE Response Team can consider this information.

9.5 Child Criminal Exploitation – County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that may be targeted. We are aware that this is based on violent coercion or other threats to the young people and that pupils or their siblings may be at risk of such abuse. We are aware of possible indicators including poor or irregular attendance, signs of physical injury or neglect.

9.6 Faith and Cultural Abuses including Honour Based Abuse, Female Genital Mutilation (FGM), Breast Ironing/Flattening, Belief in Spirit Possession and Forced Marriage

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary setting age as outlined in KCSiE and that they have a statutory duty and responsibility to report concerns related to the above.

The following reporting procedures in line with SCSP/South Yorkshire Police agreed arrangements should be followed in case of possible or disclosed FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse police should be contacted via 999.

9.6.1 Reporting Concerns

- If a member of staff **suspects** that a girl has suffered or may

be at risk of suffering FGM or subject to Forced Marriage they must discuss these concerns with the DSL immediately. The DSL will follow SCSP procedures and contact SSH by phone.

- The DSL or Teacher will follow advice from the SSH before discussing such concerns with parents or carers.
- If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of setting staff) that FGM has taken place, the DSL must be informed immediately and a referral to Sheffield Safeguarding Hub, **which is effectively a referral to the police** made initially by phone.
- In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Sheffield Safeguarding Hub will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.
- The referral will be made at the latest by the close of the next working day but ideally immediately and on the same day if a setting holiday or weekend follows the next day
- - If the DSL or DSD is not available within this timescale the member of staff should contact SSH and update the DSL.
 - A written 'Confirmation of Referral' form should be forwarded to SCSP in line with safeguarding procedures.

9.7 Possible Violent Extremist Radicalisation

- Staff are made aware that concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to Senior Staff or the DSL.
- In line with SCSP and South Yorkshire Police arrangements, advice will be sought by contacting the SCSP which includes South Yorkshire Police Officer.
- If there is an immediate concern of risk or emergency the setting will call 999.
- Following an assessment of the levels of risk appropriate levels of training will be given to DSL, Other Senior staff and other staff.
- The PSHE/SMSC curriculum will ensure that issues such as

tolerance, respect, democracy and individual liberty are covered in age appropriate ways.

- Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE /SMSC activities within setting.

9.8 Children Missing from Education/Missing Out on Education (CME & CMOE)

9.8.1 Emergency Contacts

We will endeavour to obtain and maintain at least two emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the setting on number or contact changes. Parents who have not provided two contact numbers or updated the setting will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

9.8.2 Setting Absence

- On the first day of absence the setting will attempt contact with the parent/carer using phone numbers on contact sheet. The setting will keep in regular contact with the parent/carer until the child's return.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CPP, or is a 'looked after child' does not attend setting without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child not open to CSC that the setting has concerns about, does not attend setting the setting will contact, SCSP, and/or the police depending on the circumstances.
- The setting will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME, setting will make all reasonable efforts to locate the child/ren as required by the guidance.
- The setting will inform the LA SCSP if any pupil fails to attend without permission for a continuous period of 10 days or more, seeking advice.
- If a child absconds from the site, the setting will make an initial search and contact the parent/carer or other emergency contact **(and Social Worker if open to CPP)**. If after that search the child is not located the setting will contact the police within 10 minutes of the alert.

10. Responding to Concerns

'Never Do Nothing – Do the basic things well - It can happen here'

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately.
- Staff do not need 'proof' of abuse and should not 'investigate' concerns.
- This information must be recorded as a 'new incident'.
- Concerns relating to marks or injuries must also be recorded on a 'Body Map' which should be linked to the 'new incident'.
- If using a body map, injuries or marks must be described, in addition to locating on the body map within the 'new incident'.
- Photographs must not be taken of any marks or injuries.
- Dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- Keep such concerns to themselves.
- Investigate or seek proof.
- Promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- Ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions i.e.;
- **T**ell me..., **E**xplain..., **D**escribe...
- Delay recording or passing concerns to the DSL.
- Discuss with parents or carers

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff, and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the SCSP who will decide what

information to share with which staff.

11. Further Action

11.1 Seeking advice

The DSL will decide, taking advice from SCSP if needed, which of the following actions is appropriate:

- If it is considered that a pupil may have suffered or may be at risk of suffering significant harm, or that the concern might constitute a criminal offence, an immediate contact to SCSP will be made before discussing the matter with parents or carers. This will be done **as soon as the information or concern emerges** to ensure that MAST and in some cases the police are able to respond within the setting day.
- If the child is already 'Open' to a Social Worker an initial contact will be made with that Social Worker or, if unavailable, the 'Duty' team member.
- If after consultation with SCSP an Early Help Assessment is agreed to be appropriate and that setting is best placed to initiate this assessment consent must be obtained from parents or carers and if appropriate the pupil.
- After consultation with SCSP the DSL may advise that the situation will be monitored and inform the appropriate staff.
- In all cases records of discussions with SCSP and other professionals will be recorded in the Child's file.

11.2 Escalating concerns about individual cases

If the DSL feels that advice or action after discussion with SCSP or MAST is inappropriate, that the child's circumstances are not improving or that there are delays in the case management, the DSL will insist on discussion with the appropriate team manager and if the concerns persist escalate this further to the next line manager. Records of all such discussions and responses must be retained in the pupil's chronology.

The DSL will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the setting referrer as soon as possible on a 'Need to know' and 'Case by case' basis. If the member of staff feels that actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to SCSP, the allocated Social Worker or the LADO themself.

11.3 Informing Parents / Carers

In all cases before parents or carers are informed the DSL should contact SSH and be advised as to who should inform parents and when.

In certain circumstances parents should **not** be informed particularly where there are concerns about physical or sexual abuse involving family members.

These include situations when:

- Informing parents/ carers might place the child at increased risk.
- A disclosure by a child about sexual or physical abuse involves a parent or other family member.
- There is a possibility that a crime may have been committed.
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.
- Informing parents/ carers might place staff at risk.
- Where a delay may be caused in referring if contact cannot be made with parents.

11.4 Child Protection Referrals

If setting makes a CP referral the Sheffield Safeguarding Children Board Procedure will be followed by the DSL.

After a telephone contact to the SCSP the DSL will email a written 'Confirmation of Referral' as soon as possible - **ideally immediately after initial telephone referral** and at the latest within 24 hours. This information will be made available to the CST manager by SSH.

11.5 Feedback

Within 24 hours of receiving the referral from SCSP the MAST in whose area the child lives should report back to the setting and indicate their decision on future action.

If no response is received within 24 hours, or sooner in urgent cases (where for example setting need to be updated before the end of setting), the DSL should contact the MAST Manager. If this fails to get a response the DSL should contact SCSP for advice.

12. Vulnerable Children & Children with SEN or Disabilities

- Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect or abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
- Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
- Staff are reminded that **Children with SEN, disabilities, communication or behaviour** problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.
- The Designated Teacher supporting Looked After Children will liaise with the DSL and staff involved with Looked After Children to support the child and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.
- Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
- If a child, who is the subject of a Child Protection Plan, or is otherwise open to the CST, does not attend setting without a verified valid reason, the DSL will contact the assigned social

worker or MAST duty desk if unavailable.

- If a child not open to CSC that the setting has concerns about, does not attend setting, the setting will contact: SCSP, the EWS and/or the police depending on the circumstances.

13. Child on Child Abuse, Sexual Violence and Sexual Harassment

- All staff are aware that children are capable of abusing other children and that any allegations, disclosures or concerns around such behaviour are treated as potential abuse and referred to the DSL. This includes incidents or behaviours that may have occurred outside of the setting that staff become aware of.
- Child on child abuse can take the same forms as adult on child abuse and include online behaviour such as sharing nudes and bullying in addition to sexual or physical abuse and emotional abuse in forms such as homophobic, transphobic, disability hate, racist and other discriminatory behaviour.
- It is important that staff do not regard behaviour such as pupils suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter' and are aware of the guidance in KCSiE
- The DSL and other senior and pastoral staff are aware of and will be guided by 'Sexual violence and sexual harassment between children in settings and colleges' and SCSP advice.
- If there is concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support, the DSL will refer the matter to SCSP for advice.
- In cases of possible hate crime a separate referral will be made to the South Yorkshire police Hate Crime reporting system via 101 or online. This will not prevent or delay the setting in following our own internal disciplinary procedures in such cases.
- If the behaviour does not reach a threshold for referral to SCSP or advice from SCSP is that the behaviour should be dealt with by setting, appropriate action will be taken under the behaviour policy.
- In either case, if any child involved is open to the MAST, the Social Worker or Youth and Family Support worker will be informed.
- If allegations of such abuse are investigated by Police or Social

Care, the setting will take advice from these agencies as to internal investigation and supervision of the pupils involved. Setting will make every effort to ensure that during such investigations all pupils involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

- Whilst it is important that the setting does not make an assumption of guilt without clear evidence or direction from other agencies, it is important to ensure that the victim is fully protected and supported throughout the process.
- In circumstances where a pupil may present a risk to peers or staff, appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a 'need to know' basis and the child and parents/carers.

Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can include grooming children for sexual and criminal exploitation.

Response to this:

Child on child abuse that involves sexual assault and violence must always result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the perpetrator could be a victim of abuse too. It should be considered that children who have experienced sexual violence display a wide range of responses to their experience. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. We need to make sure that the children affected are getting the help they need.

A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child
- If the children involved are in the same class, the setting will need to consider carefully whether to separate them while the concerns are being investigated. In situations of alleged rape and assault by

penetration, the statutory guidance is clear that the alleged perpetrator should always be removed from classes they share with the victim.

- Setting will consider how best to keep the victim and alleged perpetrator a reasonable distance apart while they are on the same premises.
- Setting should consider any necessary support for siblings following incidents.

14. Joint working with Other Agencies

The setting recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children. We are therefore committed to initiating and supporting inter-agency work such as;

- Early Help Assessments
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with Educational Welfare Services
- Youth & Family Support Service, Prevention in Education Team & Children Centre intervention
- Health & CAMHS intervention & assessment

The setting also works in partnership with South Yorkshire Police as part of the Domestic Abuse alert system **Operation Encompass** and within the Safer Settings Partnership arrangements with the local Community Policing Team.

15. Case Conferences and Core Group Meetings

- The DSL & Headteacher will ensure that the appropriate member(s) of staff attend Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.
- Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.
- Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

- Feedback following Conferences & meetings will be given to setting staff under the 'Need to know' principle on a case-by-case basis.

16.Information Sharing

In cases involving possible child abuse or neglect the setting has a duty and the legal right to share information.

The DSL/Headteacher will ensure that the sharing of information is in line with the following principles as outlined in: '*Information sharing advice for practitioners providing safeguarding services to children*' that it is:

- Necessary, proportionate, relevant, adequate, accurate, timely and secure
- Information shared is necessary for the purpose for which it is shared
- It is shared only with those individuals who need to have it
- It is accurate and up-to-date
- It is shared in a timely fashion
- It is shared securely
- Data protection and UK GDPR will be considered at all times

17.Children's Concerns

The Setting recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

- Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum.

18.Vetting, Recruitment and Selection of Staff

- The setting complies fully with Statutory Guidance KCSiE and the HR Provider supporting guidance.
- All staff are required to fill in a full application form and CV's are not accepted.
- The setting ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance.
- Any staff or volunteers not in regulated activity are continually supervised by staff.
- A Single Central Register for all staff, visiting staff, volunteers and governors is maintained using LA & Statutory guidance.
- The Head and at least one Governor complete the appropriate

safer recruitment training which is updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

- All staff that are covered by the Disqualification Under Childcare Act statutory guidance for local authorities, maintained settings, academies and free settings. Staff are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made the headteacher will seek advice from the LA HR service who will liaise with the LADO.
- If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and vetting procedures in place.

We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required. This setting will ensure that safer recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education'. This includes:

- Verifying the identity of candidates
- A check of professional qualifications
- Checking the right to work in the UK
- DBS checks (see Section 5.5)
- Prohibition checks (where required)
- Section 128 checks (where required)
- Suitability checks (i.e. disqualification from working in a setting environment)
- Additional overseas checks where relevant
- Asking for and follow up at least two references
- Scrutinising applications for gaps in employment.

Some of these will be done by our HR service Capita.

We will ensure that our application packs contain a link to this policy. All interview panels will have at least one member who has undergone safer recruitment training and we will include at least two questions regarding safeguarding. We will have a Single Central Record which will cover all staff, including governors, and volunteers, frequent visitors, agency and supply, and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed regularly.

We will ensure staff are aware of their responsibilities as per the Staff Code of Conduct document. This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments. We will only accept copies of a curriculum vitae alongside an application

form. A curriculum vitae on its own does not provide adequate information.

Short Listing

Any shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. This information should only be requested from applicants who have been shortlisted. The purpose of a self-declaration is so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

When short listing we will:

- ensure that at least two people carry out the shortlisting exercise
- Consider any inconsistencies and look for gaps in employment and reasons given for them, explore all potential concerns.

In addition, as part of the shortlisting process, we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview.

References

We seek references to allow setting to obtain factual information to support appointment decisions. We obtain references before interview, where possible, as this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview. Any references collected should not include any repeated concerns or allegations that have been found to be false, unfounded, unsubstantiated or malicious.

-

19. Induction

When new staff start at the setting they are briefed on the setting CP and Safe Working procedures and given time to read and discuss the following:

- Keeping Children Safe in Education – Part 1 information for all setting & College staff
- Staff Child Protection Policies and Procedures
- The Child Protection Staff Reference guide
- Setting Behaviour and Attendance Policies and understand the safeguarding context of both
- The role and identity of DSL and DSG

Other short term or visiting staff and volunteers are made aware of the CP reporting procedures within the setting and the Setting Code of Conduct.

20. Staff Safeguarding Training and Awareness

All staff have received and had time allocated to read and have the opportunity to seek advice or clarification about the current Keeping Children Safe in Education Part One and Annex A and have access to the current:

- Keeping Children Safe In Education Full guidance
- Setting Strategic Child Protection & Safeguarding Policy
- What to Do if you are worried a child is being abused
- The Setting safeguarding whistle blowing guidance.
- All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each setting year and receive regular and topical updates as appropriate through the setting year.
- All Staff will complete Safeguarding training every 3 years thereafter.

20.1 DSL training

The DSL & DSD complete the following SCSP training as a minimum. This training will be enhanced by other SCSP training on topics relevant to the setting's specific needs.

- Advanced Safeguarding
- Safe Recruitment Training
- Safeguarding Training update
- Fire Safety Video
- Working Together to Safeguard Children
- Child Protection Case Conferences and Core Groups
- Early Help Assessments
- Prevent training
- Threshold of Need & Intervention

21. Safe Handling/Physical Intervention/Reasonable Force

- Staff will ensure that the setting policy on physical intervention is followed.
- All incidents requiring such action will be logged with the Headteacher or appropriate senior manager, and parents informed on the same day.
- Incident Reports by all staff involved will be completed as soon as possible after the incident on the same day unless in exceptional circumstances.
- Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-

escalation strategies have been used or in the event of serious situations where this is not possible.

- Restorative methods will be considered after such incidents and the pupil's views on the incident sought.
- Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly.

22. Online Safety & Acceptable Use Policies

The Setting's Online Safety and AUP explains how we try to keep pupils safe in setting and protect and educate them in the safe and appropriate use of technology. Behaviour such as cyberbullying and sending nudes will be managed through the anti-bullying procedures or Child Protection or CSE procedures if more serious.

Filtering systems are managed by the Settings IT but we are fully aware that these filters are not infallible and staff are aware that effective monitoring by staff is essential. Our children never use IT unsupervised.

23. Safe & Appropriate Working

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are.
- Of the requirements of the setting Code of Conduct and related policies.
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should log their concerns immediately with the appropriate senior member of staff and seek advice.
- That failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation.
- That their conduct towards pupils must remain beyond reasonable reproach.
- That any sexual 'relationship' consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

24. Allegations against staff & Whistle Blowing

- All staff have access to;
 - The Setting Whistle Blowing (Safeguarding) policy and
 - Statutory Guidance – Allegations of Abuse made against teachers & other Staff (KCSiE)
 - Contact details of the Chair of Governors and LADO
- All staff are made aware of their responsibilities and procedure to follow in the strictest confidence.
- However it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer may be required
- All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.
- If the allegation concerns the Headteacher the referrer should contact the Chair of Governors, a senior member of staff or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**
- The head teacher (or other) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education.
- All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.
- If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.

25. Extended Setting and Offsite Provision & Educational Visits

Where extended setting activities are provided and managed by the setting, our own Child Protection and Safeguarding policy and procedures will apply.

When pupils attend off-site activities and provision including day, residential, work related learning placements and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off site provision for pupils that remain on the setting role is monitored in the same way as other pupils.

If vulnerable pupils or pupils that may present a level of risk to themselves or others are allocated alternative or other off site provision the setting will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The setting will follow the appropriate LA (or equivalent) planning and Risk assessment procedures for all educational visits and activities.

All volunteers working with children will be subject to a DBS check.

All educational experiences take place within setting grounds, or families have responsibility for their child off site.

26.Visitors, Supply and Agency staff & Contractors

Visitors to the setting including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site.

Visitors, contractors and volunteers engaged in regulated activity must be subject to enhanced DBS checks. If not engaged in regulated activity the setting must ensure that appropriate supervision is in place.

Setting Admin will always check the identity of contractors and their staff on arrival at the setting by inspecting photo ID.

If other organisations provide services or activities on our site on our behalf including Agency Supply staff we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and DBS/vetting procedures in place.

The setting will follow KCSiE statutory Guidance in such cases.

If Supply Staff are engaged directly by the setting the appropriate checks must be carried out by the setting.

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governors agency and contracted staff in Regulated Activity are entered on it.

Any organisations or individuals booking the setting site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

27.Site Security Health & Safety and Emergency Procedures

27.1 Health & Safety

There is a Setting Specific H & S policy in place.

- Daily visual site inspections are carried out before setting.
- Annual Governors' H & S and environmental audits & inspections are carried out.
- All staff are aware of their responsibilities for procedures for reporting H & S concerns and there is a clear system for staff and pupils to report and log H & S concerns.

27.2 Fire Practices

Fire practices are held regularly at varying times of day and week and any deficiencies corrected.

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses to in the event of critical incidents. This would include the need to evacuate in the event of a bomb scare or the need to initiate a complete or partial 'lock down'.

28. Parents/Carers

- We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Assessment and intervention by Family Centres and the Youth and Family Support Service.
- However we ensure that parents are aware that we may need to make Child Protection referrals or seek advice from Children's Social Care without their consent or knowledge.
- Parents are also made aware that this policy is available from the setting. The name and contact details (via setting) of the DSG is publicised should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the DSL or Headteacher.
- If staff are concerned that a parent collecting a child is incapable of doing so safely they should refer to guidance (Appendix L) and follow normal safeguarding procedures.

29. Policy Review

- The staff and governors will review this policy each year, and if any changes are suggested or required they will be discussed by governors. The views of the children, parents, and staff will be sought and taken into account in this review.
- If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff and immediately remedied.

APPENDIX A

Responding to Concerns - Disclosures

- React calmly promise CONFIDENTIALITY **not** SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others.

The use of 'TED' questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how it made you feel

Or other open ended type questions e.g.

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

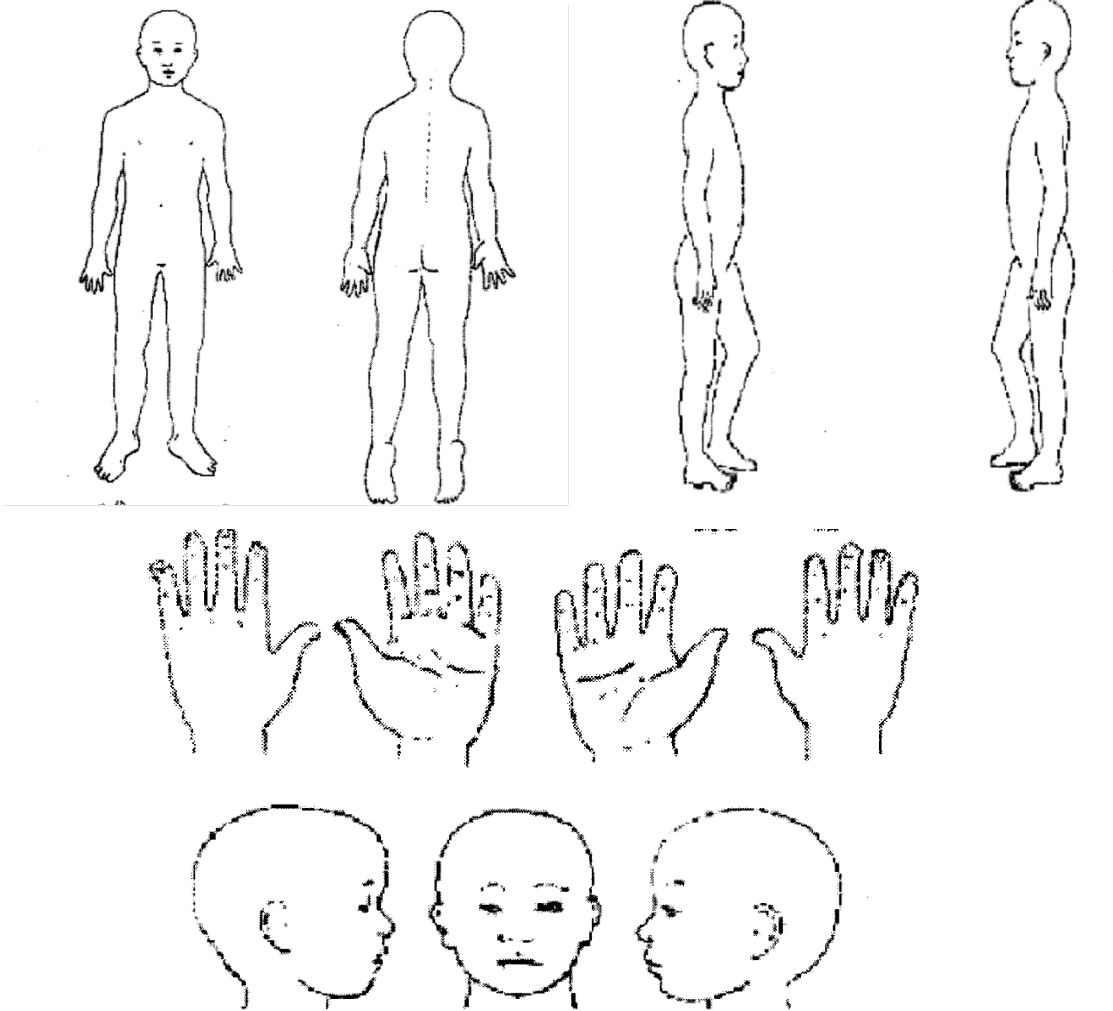
- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help.
- Tell the child or parent they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Tell the child or parent what will happen next, and be honest
- Make a written note on a 'Record of Concern sheet':
 - What is said
 - What , if any questions you asked and the responses
 - Who is present
 - Anything else that happens after the child discloses
 - Ensure legibility, full dates & clear signature
 - Maintain strict confidentiality
 - If you see or are shown marks or injuries describe them and record on a body map (App C)
 - Pass the information to the DSL immediately

APPENDIX B

Existing Injury Form

Child's Name _____ Date _____ Time _____

Please record on pictures where the injury is



Describe the injury	Explanation of injury/by whom
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Action to be taken/by whom

Result/next steps/by whom

shared with DSL/DSD Time _____

Name of person who saw injury _____

Parent/carer signature _____

APPENDIX C

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This includes someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust. Such as your friends, teachers, parents, grandparents. Other people at setting may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar.
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk

www.childline.org.uk

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

APPENDIX D

Information for parents

At Broomhall Nursery Setting, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the setting.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The Sheffield Children's Safeguarding Partnership has laid down the procedures we follow, and the setting has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's key person, or Mrs Marilyn Hodgett who is the Governor with responsibility for Child Protection.

APPENDIX E

Record Keeping: Why is it important?

- It provides a consistent account of our involvement with children, young people and their families.
- Well-kept records should mean that families and individuals do not have to keep 'telling their story'.
- Records can be reviewed at a later date if issues arise (e.g. a complaint, legal proceedings or a serious case review).
- Good record keeping protects:
 - The Child or Young person
 - Staff
 - The organisation

Record Keeping: Organisation

1. Files will be kept in the filing cabinet in the Headteachers Office. This is kept locked.
2. The file contains:
 - Chronology sheets (Appendix B) which log the following:
 - Records of Concern
 - Body Map sheets if submitted
 - CP referral form copy
 - Meeting and Case Conference minutes
 - Copies of reports for meetings
 - Details of siblings
 - Details of Social workers / Family Support workers
 - Details of contact with Parents and other agencies
 - Any other relevant

It is essential that these are all referred to on chronology sheets and fully dated.

3. When children transfer to setting or College or other settings.
 - If there have been child protection concerns, the file is reviewed and transferred separately from other setting records and direct to the relevant member of staff in the receiving setting.
 - The file should be sealed and marked 'Private & Confidential FAO the DSL'. The receiving setting will be notified by telephone that there are concerns and records will if possible be delivered or collected.

- If posted the sealed and indicated records should be placed within a plain addressed envelope and sent by recorded delivery. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred.
- **It is important that the receiving setting acknowledges receipt of records, and this acknowledgement recorded and filed by the sending setting.**
- If the destination setting is unknown the records should be retained until the child is officially removed from the setting role and then forwarded to the LADO. When receiving children from other settings the setting should contact the sending setting to ascertain if there are CP concerns.
- At transition liaison, arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

APPENDIX F

Safeguarding Children - Information for visitors, supply staff and volunteers

This setting is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the setting community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day.

A 'Record of Concern' form should be completed.

If the form is not available ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries
- A pupil tells you something

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the setting and most importantly by the children and young people.

APPENDIX G

Sheffield Multi-Agency Confirmation Form to Sheffield Safeguarding Hub (MACF)

Organisation / Agency

DETAILS OF CHILD AND FAMILY

FORENAME		SURNAME		Male / Female
ADDRESS				
DOB		Education Provider		
LANGUAGE	Any requirement for interpreters to speak to child or family members?			
MOTHER		DOB		
ADDRESS				
FATHER		DOB		
ADDRESS				
SIBLINGS				
Other household members.		Telephone numbers for family (please state name and relationship to child)		
Who is the main care giver?		Who accompanied child when seen?		

DETAILS OF CONCERNS AND ACTIONS TAKEN including if CIN/risk of significant harm

--

WHAT IS THE IMPACT ON THE CHILD? E.g. consider child's overall health and development, impact on other children in the household, is the child at risk of harm, what would happen if the referral is not accepted?

Do you have concerns about-	CSE <input type="checkbox"/> FGM <input type="checkbox"/> Sexually harmful behaviour <input type="checkbox"/>
	Child on child abuse <input type="checkbox"/> Extremism/ Radicalisation <input type="checkbox"/>

HAS A DOMESTIC ABUSE DASH RISK ASSESSMENT BEEN COMPLETED Y / N / NK

HAS AN FCAF BEEN COMPLETED Y / N / NK

ALLEGED SOURCE OF HARM			
NAME		DOB	
ADDRESS			
RELATIONSHIP TO CHILD			
Are they still in contact with the child & if so how?			
Is the alleged source of harm aware of the referral?		Y / N / NK	
Is there a potential risk to others and if so who, and what actions have been taken?			
OUTCOME OF DISCUSSION			
Children's Social Care referral (& which LA if not Sheffield)	Y / N	Name spoken to	
Reference number		Contact number	
Parents/carers aware	Y / N	If no why not?	
Date and time of referral		Other services involved?	
Police referral	Y / N	Name and contact details.	
Date and time		Reference number	
Reasons for referral			
Any other actions i.e, referral to MAST, CYT or No further action			Has consent been given?
REFERRER'S DETAILS			
NAME & CONTACT DETAILS			
JOB TITLE			
DEPARTMENT			
DATE & TIME			
E-SIGNATURE (if possible)			

APPENDIX H

The role of the Designated Safeguarding Lead

Governing bodies and proprietors, should ensure that the setting or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the setting to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care
- The designated officer(s) for child protection concerns (all cases which concern a staff member)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the

setting's or college's child protection policy and procedures, especially new and part time staff

Raising Awareness

The designated safeguarding lead should ensure the setting or college's policies are known and used appropriately:

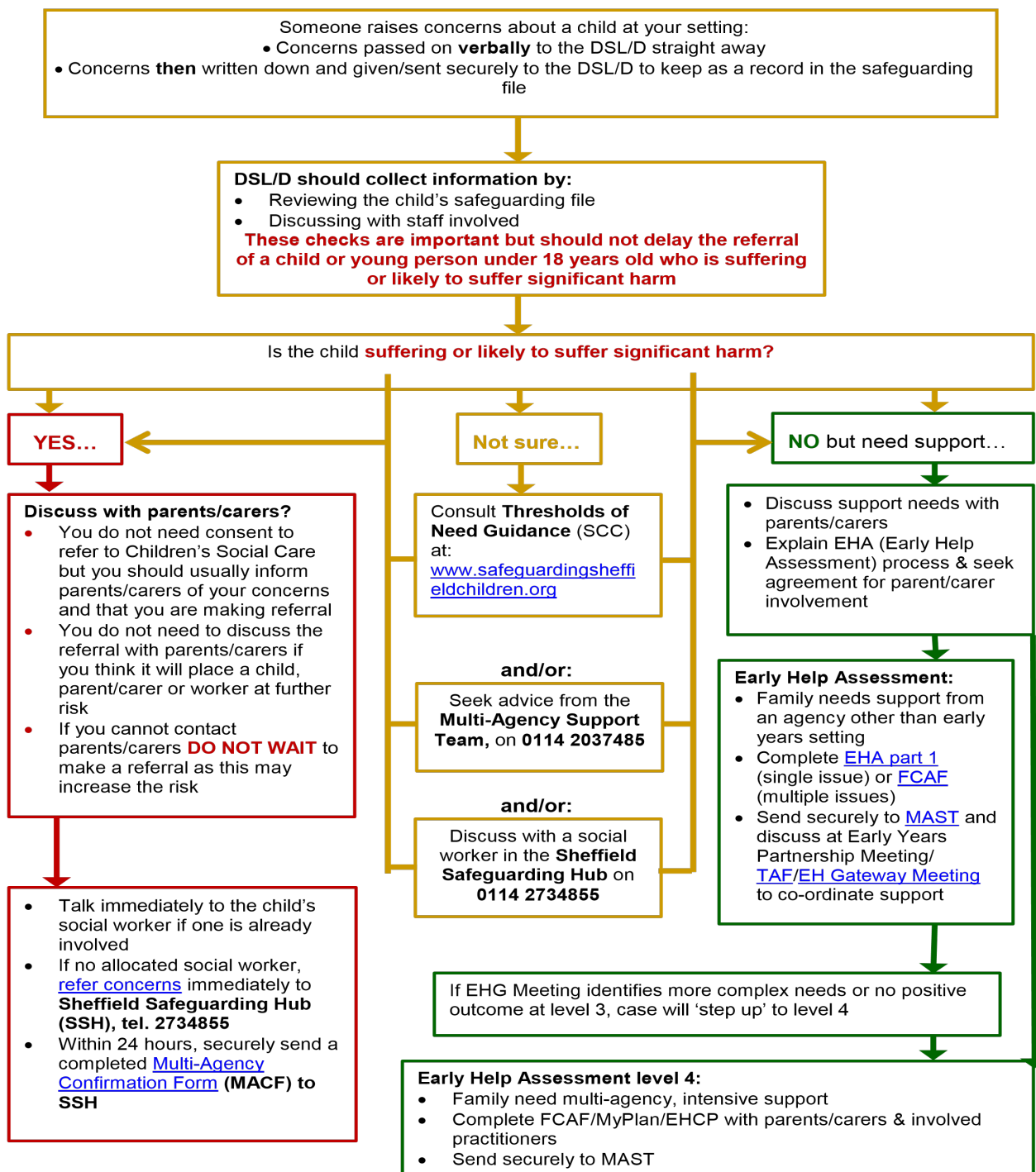
- Ensure the setting or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the setting or college in this
- Link with the local SCSP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the setting or college ensure their child protection file is transferred to the new setting or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

APPENDIX I

Flowchart – Safeguarding Concerns



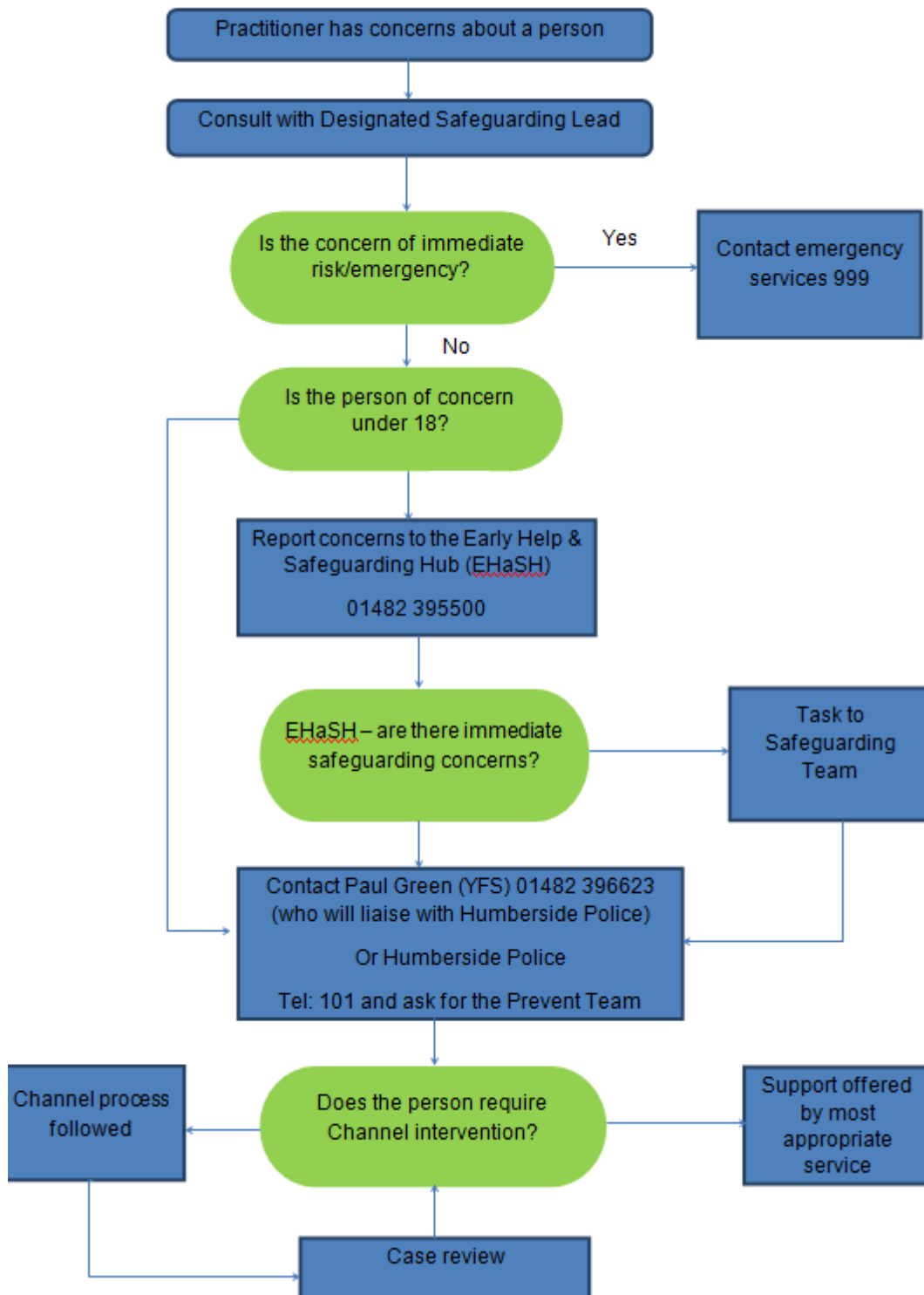
Safeguarding concerns - flow chart for early years settings



APPENDIX J

Flowchart – Extremist Behaviour

Action to take if you have concerns that a person has or is being radicalised into extremist behaviour



Appendix K

Definition of safeguarding

12. Safeguarding children and young people's welfare is defined in '[Working together to safeguard children](#)' as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

13. There is a different legislative and policy base for responding to adults' safeguarding needs. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse or neglect. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

14. Safeguarding action may be needed to protect children and learners from the following risks, which include abuse perpetrated by other children as well as by adults; abuse that happens in the home and outside of the home; and abuse that happens online:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- serious youth violence, particularly affecting children and young adults who have been excluded, have experienced trauma and have been involved in offending
- so-called honour-based violence
- domestic abuse
- sexual harassment and online sexual abuse between children and learners. Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- sexual violence between children and learners
- upskirting (taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence)
- child sexual exploitation and trafficking
- child criminal exploitation, including [county lines](#)
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of

accessing and generating inappropriate content, for example youth produced sexual imagery

- teenage relationship abuse
- substance misuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- homelessness
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

15. Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. Although these are not inherently safeguarding issues, other aspects of care and education can be associated with heightened risks of harm. These include:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities (SEND)
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care
- emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Appendix L

Advice if there are concerns about the capacity of parent/carer collecting children

If the setting has concerns that a parent, carer or person authorised to collect a child appears to be:

- drunk
- under the influence of other drugs whether prescription or not
- behaving in an irrational, aggressive or concerning way

which suggests they are not able to offer safe care to the child or not fit to drive, the setting should take appropriate steps to avoid releasing the child(ren) to the carer.

Whilst the setting cannot legally refuse ultimately to withhold the child there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child it will be at immediate risk of harm:

- 1) Staff concerned will alert Senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re-assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in setting if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and SSH or EDT notified.

Appendix M

Information about FGM (signs and symptoms)

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

If you think a child is in immediate danger - Don't delay - call the police on 999 or us on 0800 028 3550 straight away.

Information about CSE (signs and symptoms)

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour and/or development.

Parents, carers, setting teachers and practitioners are advised to be alert to the following signs and symptoms.

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections; in girls repeat pregnancy, abortion or miscarriage
- Having unaffordable new things (e.g. clothes, mobile phones) or expensive habits (e.g. alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with setting, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, physical restraint, sexual assault

(Barnardo's 2011, CEOP 2011, Berelowitz et al 2012)

Information about 'Private Fostering' (note mandatory duty)

Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

This is, of course, a matter of good practice.

For further information:

http://sheffieldscb.proceduresonline.com/chapters/p_priv_fos.html

A copy of this information is also in the Safeguarding Policy information file in the Headteacher's office.

Appendix N

Covid / Pandemic Addendum Update – September 2020 on

When children previously not attending since partial/full setting closures return to setting we will ensure that:

1. All staff are reminded to be alert to possible indicators of neglect, abuse, domestic abuse or child exploitation and how to respond to disclosure of such by children. It will be emphasised that this vigilance must be towards all returning children and not just to those who are already identified as vulnerable.
2. Staff are also reminded of the possibility of online safety or cyberbullying or related issues that may have emerged during the last few weeks when some children have increased their internet or mobile use.
3. The class teacher and other appropriate staff (key person) will be updated by the DSL of any concerns, developments or information of a safeguarding nature emerging recently, including Operation Encompass (OE) – Police and setting liaison re domestic abuse - alerts, or Social Care intervention in respect of children they supervise on the need to know basis.
4. DSLs and staff are aware that the procedure for responding to OE alerts is to keep a 'Watching brief' on children and not initiate discussion with them. If disclosures are made by children staff will follow the normal procedure and notify the DSL immediately. Staff are reminded that if domestic incidents were assessed as 'High Risk' to children, Social Care would be involved and the DSL made aware.
5. All staff are reminded of the possible impact on the emotional health of some children as a result of a 'lockdown' situation and to refer such concerns internally so that support can be considered.
6. All staff are reminded of the setting internal referral and recording systems for concerns and their responsibility to act immediately in such matters.
7. The DSL, DSD or a Senior member of staff is available when of children return in order to advise staff and respond to any emerging safeguarding concerns.
8. If the DSL/DSDs are not available for any reason in the current situation a senior member of staff will carry out the onsite DSL role and if possible liaise with the DSL or DSD remotely. The setting will continue to liaise with social workers or other professionals involved with the families of any children not attending whether in the eligible group or not as outlined in the initial addendum to the policy.
9. Safeguarding information will be passed to any receiving settings for children who are due to transfer to new settings or college by mutual agreement with the receiving settings. The DSL will, as normal alert the receiving DSL to any children who are of particular concern or have involvement by other agencies. Virtual meetings for this purpose may be arranged in specific cases.
10. If safeguarding records cannot be transferred by secure systems such as ANYCOMs, password protected transfer, recorded delivery or safe hand delivery or collection should be negotiated between settings.

11. A receipts for all pupil safeguarding / CP records must be provided and retained. If multiple records are transferred receipts or confirmation of e transfer must be provided for each child.
12. Parent / carers will be encouraged to safely notify the setting of any emerging issues or concerns that class teachers or DSLs need to be aware in order to provide appropriate support to the child

Appendix O- 2022 Safeguarding record of incident

Safeguarding Concerns Record

Child

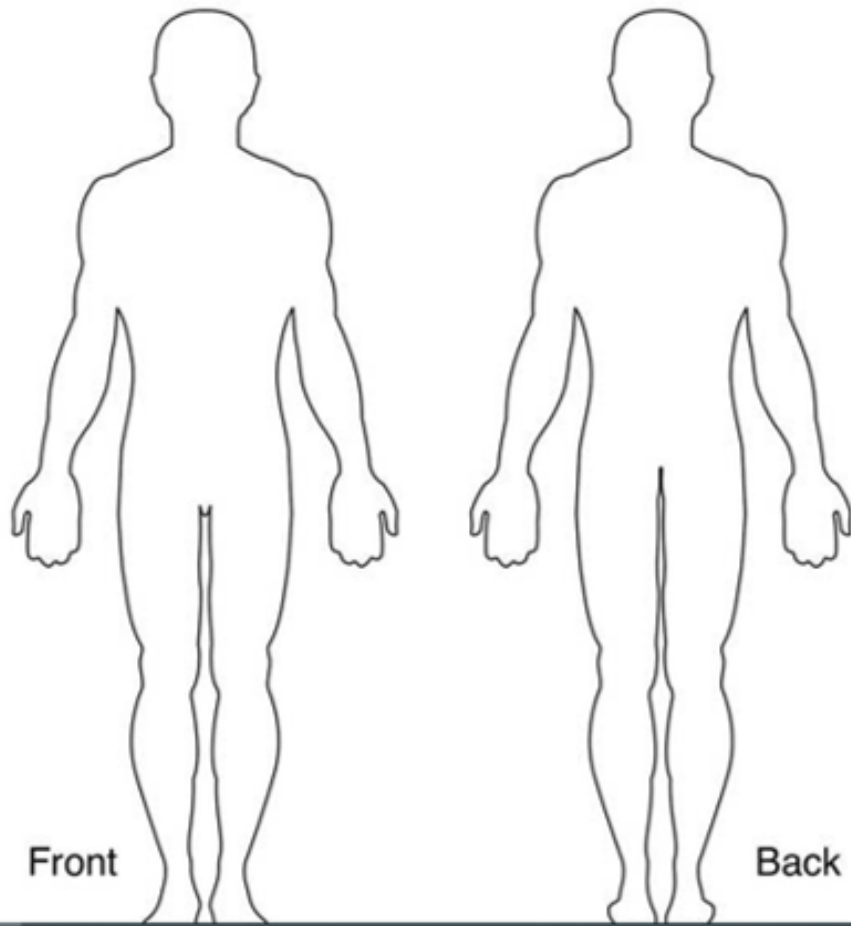
Time	Date
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Record of Incident/Conversation

Categories

- Initial concern Behaviour Bullying concerns Child in Need
- Child missing from education Child missing from home/care
- Child protection Child sexual exploitation Domestic violence
- Drugs Fabricated or induced illness Faith abuse SEN
- Female Genital Mutilation Gender based violence Health
- Mental health Parent concerns/meetings Possible neglect Racism

Body Map



Agencies involved

Additional files to upload

Signed

Received on

