FLAGG NURSERY SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

1. Introduction and Context

1.1 Our vision & ethos

Flagg Nursery School's vision statement is "sowing the seeds." We aim to provide children with a sound start to their education so that they can succeed and flourish.

1.2 Our responsibilities

Flagg Nursery School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities. This is an overarching policy.

Child as written in this policy is any child who attends our nursery school. As an EYFS provider we have specific statutory duties which we must fulfil. Please refer to Appendices B at the back of this policy.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (July 2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education" September 2018 which is the statutory guidance for Schools and Colleges.

"What to do if worried a child is being abused" (March 2015)

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

"The Prevent Duty Departmental, advice for Schools and child care providers" (June 2015).

Furthermore, we will follow the Procedures set out by the local Derbyshire Safeguarding Childrens Board.

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Derbyshire safeguarding Childrens Board

Our Principles

Safeguarding arrangements at this school are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff / anyone who has contact with a child including Governors and volunteers should play their full part in keeping children safe;
- We will aim to protect children using national, local and school child protection procedures;
- We aim to work in partnership and have a role in multi-agency safeguarding arrangements as set out by Working Together 2018
- That all Staff-/anyone who has contact with a child including Governors and volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, (Governors and Volunteers) should feel confident that they can report all matters of Safeguarding in the School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of our children.

1.1 Our Policy

There are 6 main elements to our Policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that that all Staff / anyone who has contact with a child including Governors and volunteers should look out for;
- How to report a concern, who to go to within the school; including how/who to report to at the relevant agencies
- Roles and responsibilities for Safeguarding;

- Expectations of all Staff / anyone who has contact with a child including Governors and volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children ;
- How the school will ensure that all Staff / anyone who has contact with a child including Governors and volunteers are appropriately trained; this includes receiving regular updates and undertaking annual whole school training in safeguarding and
- checked for their suitability to work within the School;
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our School provides a safe environment for children to learn and develop. We will cross reference to other policies relevant to our safeguarding in the school and make reference to them in this policy where relevant.

2 Types of Abuse

2.1 Children who may require early help

All Staff (Governors and Volunteers) working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help using the Thresholds Document for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer
- Is a privately fostered child
- Has returned home to their family from care
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- Not attending school or are at risk of exclusion from school (ie who leave our school but do not attend elsewhere. NB education at nursery age is not statutory but we will still keep track of children who leave and pass on safeguarding information as necessary).

- Is at risk of trafficking, exploitation or radicalisation

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed. Please follow the link below for more information.

Derby City & Derbyshire Safeguarding Childrens Board – Thresholds Guidance

2.2 Child Abuse

At Flagg Nursery School we recognise that children with SEND and/or communication difficulties are three times more likely to suffer abuse than those without and are therefore more vigilant with such children.

In relation to children safeguarding and promoting their welfare is defined as;

- Protecting children from maltreatment
- Preventing impairment of children's' health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2018' as:

- **Physical Abuse -** may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional Abuse -** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may

include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
    - Provide adequate food, clothing and shelter.
    - Protect a child from physical and emotional harm or danger.
    - Ensure adequate supervision (including the use of inadequate care-givers); or
    - Ensure access to appropriate medical care or treatment.
    - Respond to a child's basic emotional needs

Bullying and forms of bulling on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[please refer to our anti-Bullying Policy].**

2.3. Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that we will endeavour to ensure our Staff, (Governors and Volunteers) are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018

- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage (to be aware of within the community, obviously our children are too young)
- Gangs and Youth Violence (as above)
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse
- Teenage Relationship abuse (to be aware of within the community)
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

3 Signs of Abuse (Child Protection)

3.1 Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.
The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

3.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

3.3 Sexual Abuse

It is recognised that there is underreporting of sexual abuse with in the family. Staff play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of children and understanding the indicators of behaviour which may be underlining of such abuse.

All Staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

3.4 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not having access to medical appointments.

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy, this school will incorporate the signs of abuse and specific safeguarding issues on safeguarding into staff meetings, induction and any CPD for all staff and anyone else who has contact with a child including Governors and volunteers.

This school will also access broad Government guidance, local procedures, strategies and tools through the Derbyshire Safeguarding Childrens Board

The Designated leads will use the information available to them in Derbyshire Schools Net Keeping Children Safe in Education to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

3.6 Prevent Duties

The School will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The HT and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure all Staff (governors and volunteers) implement the duty

This School will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified and the family may need de radicalisation.

The school is committed to providing effective filtering and monitoring systems and this will include supervising the activities of children when on-line in the school.

The school will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (child concern chronology sheets, kept in the kitchen, anyone can initiate one).

3.7 Child Sexual Exploitation (Child Protection)

Risk factors may include;

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School

3.8 Female Genital Mutilation (Child Protection)

The School recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Signs may include;

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

**parents from a country who are known to practice FGM*

3.9 Allegations of abuse against other children/Peer on Peer abuse (Child Protection)

We recognise that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.
Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care. The school will consider and may apply the disciplinary policy. The school will offer support to a victim.

We recognise peer on peer abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Sexual violence
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

We will pay adherence to the guidance- Sexual Violence and Sexual Harassment in Schools between children (December 2017) and have a strategy in the school to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse. Children's behaviour is discussed at regular staff meetings. On a daily basis any concerns are immediately reported to the head teacher/teacher and immediate action is taken in a sensitive manner.

4 Safeguarding Roles and Responsibilities

4.1 All Staff / anyone who has contact with a child or including Governors and volunteers have responsibility for the following:

- Being aware of the Derby City and Derbyshire Safeguarding Procedures, and ensuring these procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children, ensuring in this that the child's voice is heard and referred to;
- Ensuring that they keep their mobile phones in the locked cupboard provided and do not have them on their person in the classroom
- Putting any medicine they need in the medicine box in the kitchen
- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are(Sarah Brown, Helen Woodruff; in their absence call Sharon Slack at Monyash Primary School) and the relevant links for CIC (Child in Care / Looked After Children), SEND and Anti- Bullying including (Helen Woodruff) who is the School link Governor for Child Protection and Safeguarding (Sarah Farrell);

- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about the Headteacher, should be referred to the Chair of Governors.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support (please refer our confidential reporting code)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2015', relevant sections of 'KCSIE 2016' and local procedures for 'Safer Working Practices'.
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If Staff, Governors and Volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide take the next step, (however, any member of Staff, Governor or Volunteer in a School can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- All Staff / anyone who has contact with a child including Governors and volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing 2015) which can be accessed on the Derbyshire Safeguarding Children

Board website or the Derbyshire Schoolsnet site Keeping Children Safe in Education tile

- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school has to those who are thinking about or who are about to home educate, including those who have been removed from a school roll with a view to home educate;
- Recognising that looked After Children are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential.
- All Staff / anyone who has contact with a child including Governors and volunteers recognise their roles and responsibilities under SEND that those children in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- All Staff / anyone who has contact with a child including Governors and volunteers are aware of the Private Fostering Policy and have an understanding of host families (Annex A KCSIE may 2016) and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All Staff / anyone who has contact with a child or including Governors and volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools/colleges;
- All Staff / anyone who has contact with a child including Governors and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;

- All Staff / anyone who has contact with a child including Governors and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise a child may be criminally exploited and should seek advice and report any issues /incidents;
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This School recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

All Staff / anyone who has contact with a child or young person including Governors and volunteers have responsibility for the following:

- **To share and report a concern, know how to do this and who to and record where appropriate in the role. Please see flow charts and information on staff room/ office walls**

4.2 Governors, are responsible for :

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensure that there are robust safer recruitment procedures and a framework of checks, tracking and monitoring
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding (Sarah Farrell) who can also provide a link to the Local Authority on matters of Safeguarding in their School liaising with other partners and agencies;

- Ensuring that we have a lead Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school/college (Sarah Brown/Helen Woodruff). That the DSL's are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training every two years.

- That a Designated Safeguarding Lead is on the premises and available, where this is not available or in exceptional circumstances there is cover in place (Sharon Slack, headteacher at Monyash School is our safeguarding partner). The leadership team will ensure there is cover at all times for staff to have a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips and outings;
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- That we work have a nominated link Governor for CIC (Children in Care/ Looked after Children): Helen Woodruff and SEND (Sarah Farrell)
- We have an appointed teacher who is responsible for looked after children who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns (Helen Woodruff);
- That there are procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) in every case;
- All Staff / anyone who has contact with a child including Governors, volunteers and frequent visitors who will be working in the school is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the school's policies and procedures;
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- All Staff / anyone who has contact with a child including Governors and volunteers receives the appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;

- That important policy such as those for behaviour and bullying, are kept up to date;
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum makes best use of PSED to cover Safeguarding issues with children;
- We have in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology;
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required;
- That we understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;
- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff (governors and volunteers) are made aware of the Confidential Reporting Code (Whistle Blowing 2015).
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

4.2a The curriculum

We raise awareness of child protection and safeguarding issues through safety education as part of Personal, Social and Emotional development. Opportunities can be offered that help children to:

- improve their wellbeing by learning about – Being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well being
- Gain an understanding of human relationships and development through learning about the life cycle
- Experience an environment in which the expression of feelings is valued and everyone is treated with respect and sensitivity
- Become 'emotionally literate' in learning to express feelings and find ways of dealing with difficult emotions
- Build up their self- esteem by offering them positive feedback, encouragement and opportunities to succeed.
- Recognise that it is not safe to access the internet without an adult present through songs and stories
- Recognise different risks in different situations and then decide how to behave responsibly
- Develop effective ways of resisting pressures including knowing when and where to get help
- Use assertiveness techniques to resist unhelpful pressure: teach children vocabulary to assert themselves eg "I don't like that."
- Develop skills to cope with emergency situations including learning about:
    1. Touch – setting limits and being sensitive to physical reactions
    2. Trust – identifying people children could go to if they were in trouble
    3. Secrets – looking at situations where keeping a secret might put someone in danger
    4. Assertiveness – helping pupils feel able to ask for help when they need it
    5. Problem solving – learning how to deal with difficult situations

Children at risk of delay in PSED are flagged up on a termly well-being audit and interventions are put in place to remedy this

Children are taught that "what's inside your pants is just for you" and appropriate behaviour is taught through story and discussion eg Pantosaurus, Counting kisses

There are many different elements which can help to raise awareness and build confidence and self-esteem. Children are also taught who they should tell if they feel sad or do not feel safe. Their understanding of this is assessed through child conferencing.

4.3 Creating a safe environment:

- We will ensure that All Staff / anyone who has contact with a child including Governors and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and

an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.

- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (child conferencing).
- That the building; including its surroundings, are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.

4.4 Recruitment, Staffing:

- 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;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty;
- That we make use of the DBS Service where appropriate;

- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff
- Raise an alert if there are any gaps in references or missing references
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with the children;
- That all our governors have the enhanced DBS and other checks that may be required;
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children the school, the local community and or viewed to be inflammatory e.g.- banned political groups

The Lead Designated Safeguarding Lead is: Sarah Brown

The Designated safeguarding lead is Helen Woodruff

The Designated Teacher for Looked after children/virtual school: Helen Woodruff

The appointed teacher for SEND: Helen Woodruff

The Designated Lead(s) is/are for Anti- Bullying: Sarah Brown/Helen Woodruff

The Designated Link Governor for Safeguarding is: Sarah Farrell

The Designated Link Governor for Anti- Bullying is: Sarah Farrell

The Designated link Governor for Looked after Children (Child in Care) is: Helen Woodruff

5 Safeguarding Processes and Procedures

Flagg Nursery School will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the Derby City & Derbyshire Safeguarding Children's Board Policies and Procedures Guidance.

The Threshold Document is available and assists with meeting a child's needs in Derbyshire and can be found in the Derbyshire & Derby City Safeguarding Board Procedures This document should be used to help identify the level of concern and next course of action.

5.1 Early help

All Staff / anyone who has contact with a child including Governors and volunteers are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and families – for more information School all Staff can refer to Derbyshire's 'Early Help Offer' and Starting Point https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps. This includes a professional's advice line and this is available for the Designated Safeguarding Lead to use.

The school will follow the referral process for all Early Help requests by using an electronic form made available on the Derbyshire County Council website.

When an online form is received they are screened, and advice is given around the next steps to take when early help support for the child and family is being requested.

In all cases the Senior Practitioner/ MAT Early Help Manager will decide which service within Children's Social Care is best placed to meet that child's needs. This manager will contact

the school and discuss. Those that meet the threshold will be passed to either the MAT team or Children's social care for assessment.

5.2 Referring to Children's Social Care

Flagg Nursery School will ensure all Staff / anyone who has contact with a child including Governors and volunteers that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into social care.

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known. For Starting Point to provide feedback an e mail contact must be provided and name of the person nominated in school to receive that feedback.

When a member of Staff, volunteer, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the school should contact Starting Point.

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.

- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous CAF or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

Where there is a difference of professional opinion Schools are able to escalate their concerns using the Derby City & Derbyshire Escalation Policy available on the Derbyshire Safeguarding Board's website.

5.3 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the school/college.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools (incl Transfer, Storage & Retention - July 2017) and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will

therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

5.4 Recruitment

Flagg Nursery School will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education" and any supporting DBS documentation are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will in all cases for example check on;

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment.
- 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 in line with National and Local requirements.

We will ensure that all Staff / anyone who has contact with a child including Governors and volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Flagg Nursery School has a Staff Code of Conduct, ensuring all Staff / anyone who has contact with a child including Governors and volunteers are familiar with Safer Working Practices.

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 ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

The Disclosure and Barring Service (DBS);
The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.
The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.

We will have a clear understanding of what regulated activity is and implications for volunteers in the school. This may mean undertaking risk assessments on any activity.

We will follow advice on DBS checks as detailed by this guidance and this will include;

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants;
- A Section 28 Direction Check where relevant, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

5.5 Dealing with allegations against staff and volunteers who work with children

Flagg Nursery School will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found on the Derbyshire & Derby City Safeguarding Procedures

If a member of staff has concerns about another member of staff, then this will be referred to the Head teacher. Where there are concerns about the Head teacher this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case using the Derby and Derbyshire LADO referral form and this is done by an appropriate member of the Senior Management Team.

(The LADO flowchart is included at the end of this policy. The LADO referral form is kept in the safeguarding folder)

The school will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance.
Where there are allegations that are substantiated, the School will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the Keeping Children Safe in Education statutory Guidance for schools/colleges

Derby City & Derbyshire safeguarding Board Procedures

5.6 Important contact details

Starting Point:

Tel: 01629 533 190

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child is suffering or at risk of significant harm.

All other requests for support for children and their families use an on line referral form www.derbyshire.gov.uk/startingpoint

Call Derbyshire (Derbyshire adults 18+): Tel: 01629 533 190

LADO (Local Authority Designated Officer) Professional.Allegations@derbyshire.gov.uk

Police Non Emergencies: 101

DfE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults
Report Child Abuse

Child Sexual Abuse CEOP:

NSPCC - National Helpline: Tel: 0808 800 5000

Childline: Tel: 0800 11 11

Prevent:
Seamus Carroll is the lead officer for Prevent at Derbyshire County Council
Email: - seamus.carroll@derbyshire.gov.uk
Tel: 01629 538494

Mobile: 07771 980107

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team

6 Management of the Policy

The Governing Body will;

- Ensure all governors are effective in the management of safeguarding;
- Ensure all Staff including all other governors and volunteers read and have access to the policy
- That it is displayed on the school's website
- That is overseen to ensure its implementation
- Review its content on an annual basis.

The Head Teacher will report annually on Safeguarding activity and progress within the School to the Governing Body.

An appointed Designated Safeguarding Lead will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on Safeguarding activity and progress. A copy of which will be submitted to the CPM for Schools / Education settings at Derbyshire County Council. This will be held on file & reported to the Derbyshire Safeguarding Children's Board.

The Head Teacher should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School and using the processes with the Local Authority to report.

Signed by:

Chair of Governors Head Teacher

Date: Date:

Appendix A:

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding years.

In 2012 we have learnt that:

Babies are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage

Parents- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

- Domestic Abuse
- Substance Misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have overoptimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current risk

In 2016/17 in summary form we learnt that:

- The importance of authoritative practice;
- To be alert to disguised compliance;
- The importance pf professional curiosity;
- To be alert to the possibility of abuse;
- That all professionals to consider the need for an Early Help Assessment;
- Hear the voice of the child;
- Understand and record the child's lived experience.

Learning for Schools from SCR's and Serious Incident Learning Reviews (SIR's)

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people

- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

From SCR's (East Midlands & wider) in 2015 in summary form we need:

- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity & the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation , and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools /colleges can be found on the Derbyshire Safeguarding Childrens Board website

APPENDIX B

EYFS welfare and safeguarding requirements - policies and procedures:

Source: **Early Years Foundation Stage Statutory Framework** (revised 2017) and Ofsted's Inspecting safeguarding in early years, education and skills settings (2016)

Child Protection	3.4 – 3-8 (see above)	The safeguarding policy and procedures **must** include: • an allegation being made against a member of staff (This is included in this schools overarching model child protection & safeguarding policy) • the use of mobile phones and cameras in the setting
Suitable person	3.9 - 3.13	Providers **must t**ell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This is explained in more detail in our overarching model child protection & safeguarding policy. Providers **must** also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm. This is explained in more detail in our overarching model child protection & safeguarding policy.
Disqualification	3.14 - 3.18	A provider or a childcare worker may be disqualified from registration. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. A provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed. The information **must** be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the

		provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.
Staff taking medication/other substances	3.19	If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers **must** ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.
Staff qualifications, training, support and skills	3.20 – 3.26	Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety.
Key person	3.27 –	Each child **must** be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In schools this will often be the teacher.
Staff: child ratios –	3.28 – 3.43	Providers **must** inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing. Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible. The ratio and qualification requirements below apply to the total number of staff available to work directly with children. **For children aged two:** • there must be at least one member of staff for every four children

		• at least one member of staff must hold a full and relevant level 3 qualification • at least half of all other staff must hold a full and relevant level 2 qualification **For children aged three and over in maintained nursery schools and nursery classes in maintained schools**: • there **must** be at least one member of staff for every 13 children • at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002 • at least one other member of staff must hold a full and relevant level 3 qualification **Reception classes** in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. **Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds** who are not pupils of the school, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children; or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification. **Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body** or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant

		level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification. Some schools may choose to **mix their reception classes with groups of younger children** (nursery pupils, none pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools' partner providers must meet the relevant ratio requirements for their provision. Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.
Health	3.44 – 3.46	Schools **must** have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Providers **must** have and implement a policy and procedures, for administering medicines.
Food and drink	3.37 - 3.49	Where children are provided with meals, snacks and drinks, they **must** be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs.

		There **must** be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene. Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises.
Accident or injury	3.50 – 3.51	Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.
Smoking	3.56	Wider legislation **must** be met (i.e. signage and no smoking in cars with children)
Premises		
Risk assessment	3.64	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
Outings	3.65 – 3.66	A trained paediatric first aider must be available on all trips.
Special educational need	3.67 - 3.68	No policy requirement stated – however in 'Inspecting safeguarding in early years, education and skills settings' document this must be in the child protection policy – see bottom of page.
Information and records	3.68 – 3.71	Providers **must** enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.

Information about the child	3.72	No policy requirement stated
Information for parents and carers	3.73	Details of the provider's policies and procedures should be published and they must make copies available on request, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
Complaints	3.74 – 3.75	Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome.
Changes that must be notified to Ofsted	3.77 – 3.78	All registered early years providers **must** notify Ofsted of any change: • in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them • any proposal to change the hours during which childcare is provided; • any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children • where the early years provision is provided by a company, any change in the name or registered number of the company • where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual' • where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body

Inspecting safeguarding in early years, education and skills settings – Ofsted 2016

Page 10	• the child protection policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities
Page 9	• All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. This is explained in more detail in our school overarching child protection & safeguarding policy.

Source:-

DfE Statutory Framework for the Early Years Foundation Stage 2017

DfE Inspecting Safeguarding in Early Years Education & Skills - Sept 2015

APPENDIX C

Child Concerns Sheet Flagg Nursery School

Child's name:	
Does the child have a: School support plan or EHC plan? A child protection plan, a child in need plan or a TAF? Has this record been shared with parents or carers? Is the child a looked after child? This record should be kept in the child's brown record file in the office and passed in person to the child's primary school head teacher. This record should be kept in the child's brown record file in the office and passed in person to the child's primary school head teacher.	Any safeguarding issues which arise as a result of a concern of a member of staff may have should be passed immediately to Sarah Brown or Helen Woodruff. This sheet can be used to record any concerns you may have regarding learning, behaviour, problems at home, bullying, health issues.

Date	Staff member	Comments	Actions

APPENDIX D

Child Protection/Safeguarding Issues in School

1. What would you do if you thought a **child** was being abused?
   Inform the Headteacher or other safeguarding lead person (Helen Woodruff). Complete the child concerns sheet (files above fridge), date and sign and pass to head teacher. If necessary complete a body map showing injury sites.

2. What would you do if you thought a **teacher** was abusing a child?
   Inform the head teacher or other safeguarding lead person (Helen Woodruff).

3. What would you do if you thought the **Headteacher** was abusing a child?
   Inform the designated governor for Child Protection/Safeguarding (Sarah Farrell) or Chair of Governors (Ian Daniel)

4. Who are the potentially **vulnerable groups** in our school, community or society?
   Adopted children, looked after children, boys, children with badges of difference eg dress, style, height, weight, girls, gifted children, traveller children, children with mental health issues, pupils from ethnic minority groups, pupils with behaviour issues, emotional or social difficulties, medical needs or learning difficulties, religious groups, school aged mothers, sexual orientation, children with vulnerable child funding, children with SEND, **anyone**

5. Who is the designated member of staff for safeguarding?
   Sarah Brown and Helen Woodruff

6. Who is the designated governor for safeguarding?
   Sarah Farrell

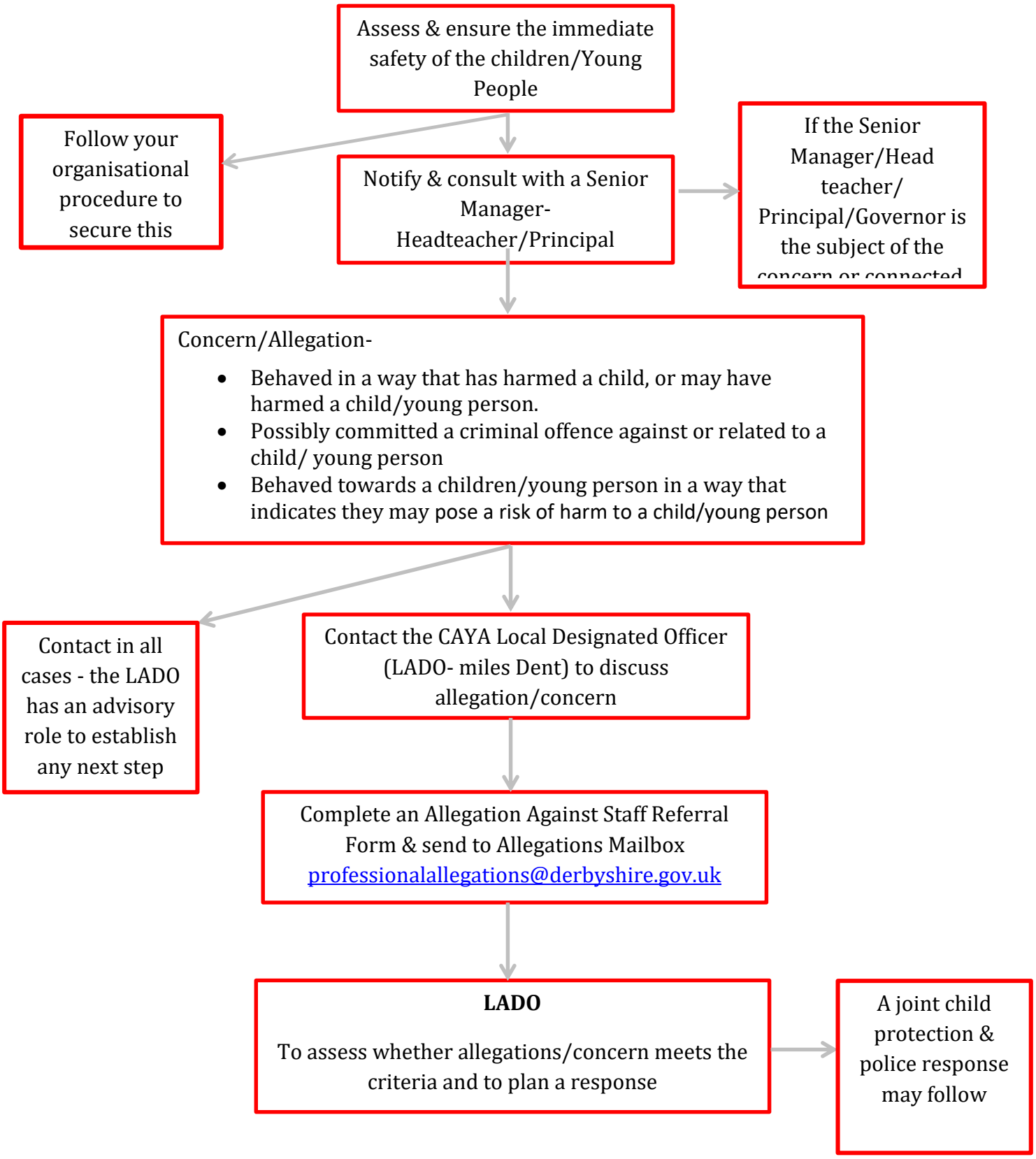
7. What would you do if both safeguarding leads (Sarah Brown and Helen Woodruff) were not here?
   If neither safeguarding lead is present then call Sharon Slack (Monyash/Winster primary schools) and if it is an emergency call Derbyshire care 01629 533190. Head teacher will inform Ofsted.

Flagg Nursery School September 2018

Derbyshire Safeguarding Children Board

Safeguarding Children Everybody's Business

Allegations/Concerns Against Staff & Volunteers-

Child Protection Process

Education & Schools