

The Denning Montessori School

School Policy

SAFEGUARDING

Updated for
2017-2018

Designated Safeguarding Lead: Mrs Jenny Blain
Designated Safeguarding Deputy: Mrs Joanna Tribe

The next review date of this policy will be **September 2018**, at the latest

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1. Contacts

1.1 School Contacts

- Designated Safeguarding Lead Mrs Jenny Blain
- Designated Safeguarding Deputy Mrs Joanna Tribe

1.2 Contacts in County

Buckinghamshire

- First Response Team

National	0845 4600 001
Local rate	01296 383 962
Out of hours	0800 999 7677
Email	cypfirstresponse@buckscc.gov.uk
Email	secure-cypfirstresponse@buckscc.gcsx.gov.uk

Oxfordshire

- MASH
(Multi-Agency Safeguarding Hub)

Office hours	0845 050 7666
Out of hours	0800 833 408

1.3 Allegations against staff

- LADO
Local Authority Designated Officer 01296 382070
- Early Years Designated Senior Manager for allegations against the childcare workforce

Alison Terry	01296 387 147
Email	aterry@buckscc.gov.uk
- Deputy Early Years Designated Manager

Joe Cook	01296 387 111
Email	jcook@buckscc.gov.uk

1.4 Other contacts

- **BFIS**
Bucks Family Information Services Contact 0845 688 4944
 Website www.bucksfamilyinfo.org.uk

- **BSCB**
Bucks Safeguarding Children Board Website www.bucks-lscb.org.uk

- **CEOP**
Child Exploitation
And Online Protection Contact 0870 000 3344
 Website www.ceop.police.uk

- **Child Protection
& Sexual Crime (Police)** Contact 01628 816 935

- **Department for Education** Contact 0370 000 2288
 Website [www.gov.uk/government/organisations/
department-for-education](http://www.gov.uk/government/organisations/department-for-education)

- **Ofsted Contact** 0300 123 1231

2. Introduction

2.1 This policy relates to the revised EYFS Statutory framework for the Early Years Foundation stage, (published 3 March 2017, effective 3 April 2017) welfare requirements:

- Child Protection 3.4
- Information and Records 3.68
- Complaints 3.74

2.2 The Health and Safety Policy recognises legislative requirements within the following:

- Children Act 1989
- The Children Act (Every Child Matters) 2004
- Rehabilitation of Offenders Act 1974
- Human Rights Act 1998
- Data Protection Act 1998
- The Protection of Children Act 2001
- Freedom of Information Act 2005
- Sexual Offences Act 2003
- Criminal Justice and Court Services Act 2000
- Joint Inspectors Safeguarding Report 2008
- DfE Working Together to Safeguard Children 2015
- What to do if you're worried a child is being abused, March 2015
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families - Code of Practice for sharing personal information, April 2012

2.3 A Child centered approach is supported by

- Children Act 1989
- Equality Act 2010
- United Nations Convention on the Right of the Child (UNCRC) 1991

2.4 Links to EYFS ¹ Themes and Commitments with four guiding principles

- A Unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

¹ Statutory framework for the early years foundation stage "Setting the standards for learning, development and care for children from birth to five"

3. Statement of intent

We aim to have a child centred approach to safeguarding²- everyone will consider the best interests of the child. We believe that the protection of children is of paramount importance and that it is the responsibility of all staff and volunteers.³

We undertake to do everything we can to ensure that children are as safe from abuse as possible. We will respond promptly and appropriately to any suspicions of abuse.

We understand that “Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children. (DfE Working Together to Safeguard Children, 2015)

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children with the Designated Person(s). Where possible we will endeavour to identify children who may benefit from early help. Staff may be required to support other agencies and professionals in early help assessment.

We have a Designated Safeguarding Lead (and a Deputy) who are responsible for:

- Undertaking an annual review and where appropriate updating safeguarding and child protection policies and procedures.
- Ensuring that the setting is meeting its legal and statutory requirements, in liaison with the designated person.
- Ensuring that detailed and accurate written records of concern about a child are kept, even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.

² Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised” and “Where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies.”

³ “Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play”. (DfE Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children, 2015)

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensuring that an indication of further record-keeping is marked on the pupil records.

3. Statement of intent *cont.*

- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups or other multi-agency planning meetings, and provides a report which has been shared with the parents.
- Ensuring that any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- Ensuring that if a child about whom there have been child protection concerns leaves the school, that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forward as above.
- Ensuring that all school staff are aware of the schools Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least once a year.
- All school staff has a responsibility to identify children who may be in need of extra help, or who are suffering or are likely to suffer, significant harm.
- Providing support, supervision and advice for any staff member, student and volunteer with a safeguarding or child protection concern.
- Providing a safeguarding induction for new staff, students and volunteers.
- Ensuring the whole staff group is appropriately trained and a register is kept of staff who have completed induction, basic and advanced safeguarding and child protection training.
- Keeping all staff, students and volunteers informed of good practice and new legislation and guidance.
- Liaising with Ofsted to inform them of any safeguarding actions taken.
- Dealing with allegations against staff.

4. Safeguarding children within daily practice

- Through building good relationships with parents, we expect that any concerns can be raised from a standpoint of trust. Promoting a caring, safe and positive environment within the school.
- We will ensure that children are supervised at all times by suitable adults.
- If a child has medical needs, we will liaise with the parent/carer to ensure that an appropriate care plan is in place.
- We will ensure that changes in behaviour, appearance and well-being are noted in the Incident book and acted on.
- Any existing bruising, marks, accidents or injuries will be noted in the Incident book or record of injuries sheet, completed by the parent/carer when arriving with the child and acted upon.
- We will provide opportunities for children to talk to staff who they trust, and who are aware of how to deal with disclosures.
- We will encourage children to be confident and equipped with the language to resist in approaches and to talk to a member of staff if it happens.
- We follow guidance and procedures within DfE publication "Working Together to Safeguard Children" 2015.

5. Signs of abuse, physical emotional neglect and sexual

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

The following definitions are from Working Together to Safeguard Children - March 2015, page 92.

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

- **Emotional abuse** – 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 a child 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 a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill- treatment of another. 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, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in 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** - The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - 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.

- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Child Sexual Exploitation*** - is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- **Domestic Violence*** - any incident or pattern of incidents of controlling (is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of means needed for independence, resistance and escape and regulating their everyday behaviour), coercive, threatening behaviour (an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim), violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
 - Psychological
 - Physical
 - Sexual
 - Financial
 - Emotional

- **Female genital mutilation (FGM)*** – a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. It is sometimes referred to as female circumcision, or female genital cutting. The practice is medically unnecessary, is extremely painful and has serious health consequences, both at the time when the mutilation is carried out, and in later life.
FGM is against the law in the UK and an FGM duty came into force on 31 October 2015 which gives relevant professionals and the police information on the mandatory reporting duty.

Safeguarding action may also be needed to protect children and learners from:*

- bullying, including online bullying and prejudice-based bullying
- peer on peer abuse
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- Plus other issues not listed here but that pose a risk to children, young people and vulnerable adults.

* Please note that these definitions are **not** taken from the 'Working Together to Safeguard Children' March 2015, page 92.

6. Prevent Duty

Providers must have regard to the Prevent Duty guidance for England and Wales 2015. In order to fulfil this duty and meet Ofsted requirements as set out within Inspecting Safeguarding in early years, education and skills it is essential that staff have due regard to the need to prevent people from being drawn into terrorism and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of a providers wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. neglect, sexual exploitation).

As a provider you will be required to demonstrate activity in the following areas:

- Protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Training which gives staff the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Children are kept safe from terrorist and extremist material when accessing the internet.
- Safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.

Providers are expected to assess the risk of children being drawn into terrorism. There is no single way of identifying an individual who is susceptible to terrorist ideology but staff should be alert to changes in children's behaviour and be aware of the increased risk of online radicalisation.

Clear procedures must be in place for protecting children at risk of radicalisation. It isn't necessary to have separate prevent duty policies; however these procedures must be included within existing safeguarding policies.

Staff are encouraged to complete Prevent Awareness training to support them in identifying children at risk of being drawn into terrorism and to challenge extremist ideas and know what procedures they must follow to support those at risk.

A free online training module on Channel is also available. Channel is a programme which provides support from an early stage to those who are identified as being vulnerable to being drawn into terrorism. The guidance states that providers must contact the Channel programme however in Buckinghamshire the method for this is via First Response.

7. British values

In addition to the introduction of The Prevent Duty, the Common Inspection framework; education, skills and early years and the EYFS places a requirement on providers to actively promote British Values.

British Values are a set of four values introduced to help keep children safe and promote their welfare:

- Democracy: making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Rule of law: understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.
- Individual liberty: freedom for all, for example reflecting on their differences and understanding we are free to have different opinions
- Mutual respect and tolerance: treat others as you want to be treated, for example sharing and respecting other's opinions.

It also highlights clearly what is not acceptable, for example, failure to challenge gender stereotypes and routinely segregating girls and boys.

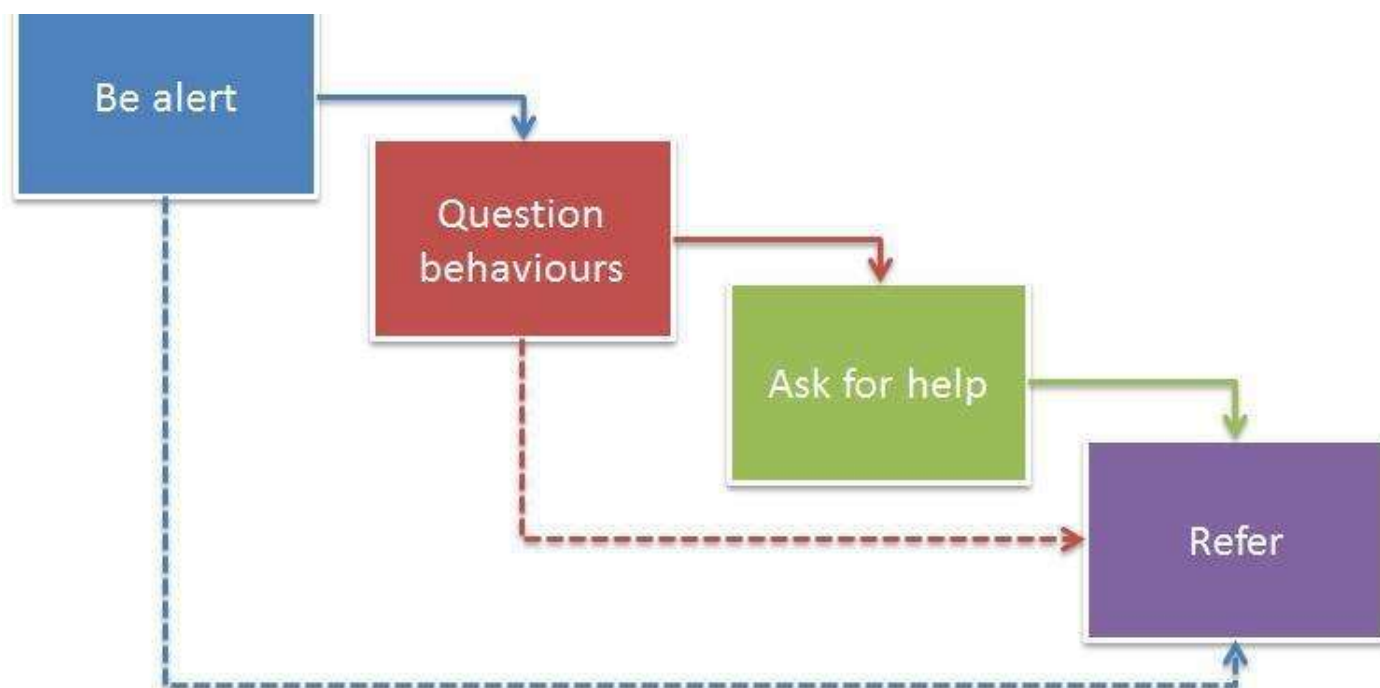
8. Safeguarding Principles & Procedures

All staff working in a childcare environment should:

- have up to date knowledge, through relevant training, of signs of abuse and neglect;
- should understand the setting's Safeguarding policy and procedures in place to protect children in their care;
- should know what to do when they have concerns about a child's welfare;

Everyone who works with children has a responsibility to keep them safe.

What to do if you're worried a child is being abused - advice for practitioners March 2015 identifies four key steps to follow to help you to identify and respond appropriately to possible abuse and /or neglect:



It may not always be appropriate to go through all stages sequentially.

Be Alert

Signs to be aware of include:

- Significant changes in children's behaviour
- Deterioration in children's general well being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reason to suspect neglect or abuse outside the setting

Concerns in any of the areas mentioned above should be clearly documented, stating fact and not opinion and shared with your manager and Designated Officer (for safeguarding)

You should not let other considerations, like the fear of damaging relationships with adults, get in the way of protecting children from abuse and neglect

Question Behaviours

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them, you should therefore question behaviours if something seems unusual and try to speak to the child, to seek further information.

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegations seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action depending on the circumstances of the case.

At all times you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child.

Before doing so, you should try to establish the basic facts. However, it will be the role of the Social Workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.

You should record in writing, all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions.

Remember to:

- Listen to the child, rather than directly question him or her;
- Never stop a child who is freely recalling significant events;
- Make a note of the discussion, taking care to record timing, setting and personnel as well as what was said; and
- Record all subsequent events up to the time of the substantive interview.

All the above should be recorded clearly, and with care stating facts not opinions. Such recording is vital information for the police when gathering evidence in relation to a criminal offence but also to a child protection investigation generally. The above information must be shared with those managers who have responsibility for child protection. Written records should be held securely. If a child is in immediate danger or is at risk of harm you should refer to First Response and/or the police.

Ask for Help

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen, if you have concerns about a child you should ask for help.

The BSCB have published a Thresholds Document and guidance which helps identify when a child may be in need of additional support, and this is described through 4 levels of need:

- Level 1 – children whose needs are met within universal services
- Level 2 – children with additional needs showing early signs of vulnerability requiring early help
- Level 3 – children in need who require statutory or specialist services and targeted early help
- Level 4 – children who are suffering or likely to suffer significant harm

Refer

A referral to The First Response Team must be completed immediately if:

- You believe that a child may be in need; that a child is being harmed or is likely to be harmed, or
- Level 3 or Level 4 threshold is met

This referral can be made by any practitioner by;

Telephone: 0845 4600001

Local Rate: 01296 383962

Email: secure-cypfirstresponse@buckscc.gcsx.gov.uk

Out of hours number: 0800 999 7677

Any referral should confirm your referral in writing within 24 hours using the Multi Agency Referral Form (MARF).

When referring a child to First Response, you must make the parents/carer's aware and gain consent for level 3 referrals.

You do not require consent if the child is likely to suffer or is suffering significant harm. If you are unsure about whether consent is required you can call First Response who will advise you.

You should consider and include any information you have on the child's development needs and their parent's/carer's ability to respond to these needs. A record of the referral should be retained.

Once you have made a referral, a social worker should respond to you within one working day telling you what further action they have decided to take.

A record of referrals should be retained which should provide evidence that any agreed action following the referral has been taken promptly to protect the child from further harm.

If you see further signs of potential abuse and neglect, report and refer again.
All providers must have agreed procedures for when and how to contact the First Response Team and/or other relevant agencies about an individual child.

Inspecting Safeguarding in Early Years states that early year's providers should ensure they have a practitioner who is the Designated Officer to take responsibility for safeguarding children available during operating hours who should liaise with local statutory children's services.

If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your manager or Designated Officer, it is your responsibility to take action.

MARF Form

Threshold Document

9. Allegations Against staff

- Any allegation against teachers and other school staff will be referred to the designated officer at the local authority by the appropriate person (LADO) within 24 hours, and will follow their advice.
- The LADO will preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school. The Head Teacher must be informed of any such allegation being made or reported as soon as possible.
- Ofsted will be notified of the allegation as soon as it is reasonably practicable, but at the latest within 14 days of the allegation being made. Failure to comply is committing an offence.
- The school will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used.
- Only those with direct involvement will be informed, otherwise confidentially will be respected.
- If a member of staff is dismissed or internally disciplined because of misconduct against a child, the designated person for Safeguarding will inform Ofsted and the Department of Health administrators as soon as possible, and within fourteen days, so that name may be included on the List of the Protection of Children and Vulnerable Adults.
- If a suspension is made, following Local Authority procedures restrictions will apply to all staff regarding contact whilst suspended.
- Any information disclosed which could give rise to the identification of a person under investigation is regarded as a breach of the confidentiality.
- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children to be conducted in view of other adults.
- All staff should be aware of the school's behaviour policy.

10. Staff Recruitment

- Robust recruitment procedures are in place, with a strong safeguarding statement being put on advertisements for jobs in the school, and throughout the recruitment and induction process.
- Thorough safety checks are made on all staff, including enhanced DBS checks and taking up at least two references before they commence work.
- Ongoing observation of staff takes place regarding safeguarding.
- We recognise that applicants are exempt from the Rehabilitation of Offenders Act 1974.

11. Visitors

- All visitors will be signed in, and out and must complete all parts of the visitor book.
- The visitor must be informed about the whereabouts of the fire mustering point.
- Visitors will not be left unsupervised with pupils at any time.

12. Parent complaints

- We will ensure that parents are aware of how to make a complaint, and will signpost parents to our Safeguarding Policy. This will ensure that parents know that key components, including the requirement to keep children safe maintain records of concerns and under some circumstances that Social Services may be contacted without their knowledge.
- Parents are made aware that the setting will support and welcome the family while investigations are being made into abuse in the home.
- Confidentiality will be respected at all times, except when guidance from LADO or First Response takes precedence.

13. Additional Documents

The following policies form part of this safeguarding framework and are available from the School Principal:

- Staff recruitment procedure
- Staff Induction
- Staff handbook
- Images and Photography
- Outings Policy
- Mobile phone and Camera Policy
- Health and Safety Policy