



The North London Forest School Nursery

CHILD PROTECTION AND SAFEGUARDING POLICY

This policy aims to provide all members of staff, paid and unpaid, children and their families with a clear and secure framework for ensuring that all children in the nursery are protected from harm, both while at nursery and when off the nursery premises.

Practitioners who work with children in this nursery will read this policy within the framework of:

- London Child Protection Procedures, 4th Ed. (2010)
- Working Together to Safeguard Children (2010)
- Safeguarding Children and Safer Recruitment in Education (2007)
- Information Sharing (2008)
- Children Act 1989
- Children Act 2004
- Education Act 2002

The North London Forest School Nursery believes in supporting all aspects of children's development and learning and keeping children safe.

We understand that emotional and social aspects of learning create a foundation for all learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

All staff will work to ensure that:

- Children feel listened to, valued and respected
- Staff are aware of indicators of abuse and know how to share their concerns appropriately
- All paid and unpaid staff are subject to rigorous recruitment procedures
- All paid and unpaid staff are given appropriate support and training

Staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. The North London Forest School Nursery is committed to referring those concerns via the Designated Child Protection Officer to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a designated child protection officer (DCPO) who attends multi-agency training at least once every two years
- All staff are trained in basic Child Protection awareness every three years
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- All children, young people and their families are familiar with the Child Protection Policy
- The child protection policy is reviewed on an annual basis by the DCPO and staff.

What is Child Protection

Child protection is safeguarding the child and identifying Children in Need.

Who are “Children in Need?”

Children who are defined as being “in need”, under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services. (s17(10) of the Children Act 1989)

Children who are placed on the Children in Need list or the Child Protection list will have welfare records. These records will be kept separately to the educational records and will only be seen by teachers on a ‘need to know’ basis (e.g. the class teacher).

“The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are what will happen to a child’s health or development without services, and likely effect the services will have on the child’s standard of health and development,”

(Child Protection and the Law, Child Protection, Shirley Rose)

What is “Safeguarding children”?

Safeguarding children means keeping children safe and promoting their welfare in our care.

It includes keeping children safe, enjoying and achieving, making a positive contribution, achievement and economic well-being. This policy complies with DCSF guidance ‘Safeguarding Children and Safer Recruitment in Education 2007.’

In accordance with ‘**Working together to safeguard children**’, safeguarding 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**

Safeguarding action may be needed to protect the children from:

- **neglect**
- **physical abuse**
- **sexual abuse**
- **emotional abuse**
- **bullying, including online bullying and prejudice-based bullying**
- **racist, disability and homophobic or transphobic abuse**
- **gender-based violence/violence against women and girls**
- **radicalization and/or extremist behavior**
- **child sexual exploitation and trafficking**
- **the impact of new technologies on sexual behavior, for example 'sexting' and accessing pornography**
- **teenage relationship abuse**
- **substance abuse**
- **issues that may be specific to a local area or population, for example gang activity and youth violence**
- **domestic violence**
- **female genital mutilation**
- **forced marriage**
- **fabricated or induced illness**
- **poor parenting, particularly in relation to babies and young children**

Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act.

It relates to broader aspects of care and education, including:

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

local context

Recognising Abuse

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2010) 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;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Physical abuse

Physical abuse 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

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. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.

- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), 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

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in 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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance 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 caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Child Protection Officer

The designated child protection officer (DCPO) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DCPO although it is good practice for settings to have a Deputy DCPO. Usually, the DCPO is also the named person who responds to allegations made against members of staff.

The DCPO should be a senior member of staff with the authority and seniority to carry out the functions of the role.

The DCPOs for The North London Forest School Nursery are Anne-Marie Munteanu, Alice

Pinwill and Jasmine Osborne. One DCPO is always on the premises.

DCPO Responsibilities

- Refer suspected abuse and neglect to the First Response Service
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO and Ofsted.
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them
- Provide support and advice to all members of staff within the setting regarding child protection concerns
- Keep the Manager informed about any issues that arise
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training and maintain training records
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

Other Staff's Responsibilities

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DCPO as soon as reasonably possible.

The DCPO may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DCPO may have.

Under pandemic circumstances, the staff role includes monitoring and maintaining contact with all the children and their families when regular attendance is prevented due to illness, self-isolation and government imposed closures. The nursery managers and DCPOs will have regular contact via phone calls and e-mails, as well as liaising with any professionals involved with the family.

Child Protection Procedures

1. **You have a concern about a child's wellbeing**, based on:
 - a. Something the child / parent has told you

- b. Something you have noticed about the child's behaviour, health, or appearance
- c. Something another professional said or did

Even if you think your concern is minor, the DCPO may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

2. **Decide whether you need to find out more** by asking the child or their parent to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

3. **Let the child / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'

4. **Inform the DCPO immediately.** If the DCPO is not available, inform their Deputy. If neither are available, speak to another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

5. **Make a written record** as soon as possible after the event, noting:

- a. Name of child
- b. Date, time and place
- c. Who else was present
- d. What was said / What happened / What you noticed
... speech, behaviour, mood, drawings, games or appearance
- e. If child or parent spoke, record their words rather than your interpretation
- f. Analysis of what you observed & why it is a cause for concern

6. The DCPO may **take advice from Camden MASH**

7. The DCPO makes the **referral to Camden MASH**

The referral will note all previous intervention by the nursery with the child, any relevant history relating to the child, their siblings or the family.

8. The **DCPO shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared

9. The **DCPO informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know

...Camden MASH may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure)

...or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered

10. The **DCPO remains in close communication with other professionals around the child** and with the family, in order to share any updates about the child

If a child protection investigation is pursued, the DCPO and other key nursery staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child safe
- Attend a child protection conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

Confidentiality

Children who are placed on the Children in Need list or the Child Protection list will have welfare records set up. These records will be kept separately to the educational records and will only be seen by teachers on a 'need to know' basis (e.g. the class teacher).

Remember – everything is confidential and not to be discussed with anyone other than the Manager and the Child Protection Officer. All matters pertaining to The North London Forest School Nursery i.e. children, teachers, parents, etc. are strictly confidential and are not to be discussed.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs or the child's direct welfare. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

Notification Procedures

The North London Forest School Nursery has a duty to share information with other services where there are concerns relating to the child's safety (including those relating to the unexplained absence of pupils on the CP register). The nursery has a duty to report any suspicions around abuse to the Local Authority within 14 days. With the exception of suspected sexual abuse this will be done in consultation with parents if approved by the Local Safeguarding Children Bureau. The Children Act 1989 (Section 47(1)) places a duty on the Local Authority to investigate such matters.

The Nursery will follow the procedures set out in the Local Authority Child Protection Documents and as such will seek their advice on all steps taken subsequently. The child's welfare is the paramount consideration. Their racial, cultural, religious needs will be considered.

The Nursery will report to the Independent Safeguarding Authority within one month of leaving the Nursery any person whose services are no longer used because they are considered unsuitable to work with pupils.

The child's welfare is paramount.

Support for pupils

Support is given to children through the curriculum and particularly PSHE, the promotion of a positive, supportive and secure environment and gives children a sense of being valued. A behaviour policy is in place and updated annually.

We recognize that children who are abused or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The nursery may be the only stable, secure and predictable element in the lives of children at risk. When at nursery, their behaviour may be challenging and defiant or they may be withdrawn.

The nursery will endeavour to support the child through:

- The content of the curriculum
- The nursery ethos, which promotes a sensitive, caring and secure environment and gives children a sense of being valued

- The nursery Behaviour Policy, which aims to support vulnerable children in the nursery. We will ensure that the child knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Safe Practice and Safer Recruitment

Safeguarding Children and Safer Recruitment in Education (2007) outlines Safer Recruitment processes in education settings. At least one member of staff on the recruitment panel has read Camden's Practice Guidance on the recruitment and selection of staff.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages
3. Prevent abuse to children by developing robust policies and agreeing on safe practice

Camden has developed.

Allegations Against Staff

Allegations of abuse can be made by children and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Manager.

In all cases, the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers, should be notified.

The Manager should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Make a referral to the Children's Service where the child resides, if appropriate
- Contact the LADO in Camden immediately
- Inform OFSTED immediately that the allegation has been made
- Contact the parents/carers of the child, following advice from the LADO
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or

- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

Visitors or unknown adults

- Staff should be alert to strangers frequently waiting around the site with no apparent purpose.
- Hampstead Heath duty officers will inform manager if any suspicious adults have been noted in the woods
- Children should not be collected by people other than their parents unless written notification has been received in advance;
- If a child is not collected after a session, it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact Camden MASH.
- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children are present

Supporting Nursery Provision

Many other aspects of nursery provision support the aims of this policy. Nurseries play an important role in making children aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The EYFS curriculum provides opportunities for children to learn about keeping safe. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children know that it is acceptable to talk about their own problems, and signpost sources of help.

Use of Force, Restraint and Positive Handling

The law forbids members of staff from using any degree of physical contact that is deliberately intended to punish a child, or that is primarily intended to cause pain or injury or humiliation.

Staff are allowed to use reasonable force to control or restrain children under certain circumstances. In some circumstances, authorised members of staff can restrain children in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Manager immediately, in confidence. The Manager, in turn, will contact the Local Authority Designated Officer (LADO).

Staff Conduct

In order to protect children and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact

outside setting (including on social networking sites), the receiving and giving of gifts and favouritism. It also covers:

- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour management
- Intimate care
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)

Child Protection Training

The DCPO will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid and unpaid members of staff, undertake single-agency, basic awareness child protection training once every three years.

In addition, the designated members of staff will undertake multi-agency training every two years.

Implementation, Dissemination & Review Strategies

This policy is reviewed annually by the DCPO and staff.

All members of staff read and agree to the child protection policy before the start of their employment.

It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this) are easily accessible in the following areas:

- In the policies folder
- on request from a member of staff

This policy was modified and adopted by The North London Forest School Nursery on the 10.08.2014

Review: This policy is reviewed annually.