



St. Stephen's School
and Children's Centre
Learning for life

Nursery Child Protection Policy

	Date	By	Role	Ratified	Date
Version 1	October 2010	Neena Lall	Deputy head teacher	Yes	October 2010
Version 2	November 2011	Neena Lall	Headteacher	Yes	November 2011
Version 3	June 2014	Janet Mantey	Deputy head teacher	Yes	24 th June 2014
Version 4	June 2015	Janet Mantey, Janet Patterson & Julie Haley	Deputy head, assistant head & day care manager		18 th June 2015
Version 5	June 2016	Janet Patterson & Julie Haley	Assistant Head and Daycare Manager		28 th June 2016
Version 6	July 2017	Adam Bennet & Janet Patterson	Deputy Head and Assistant Head		1 st July 2017

This policy will be reviewed in 1 year.

CHILD PROTECTION POLICY AND PROCEDURES

Introduction

This document has been drawn up in accordance with the London Child Protection Procedures PartB (5th Edition updated March 2016)

The governors and staff fully recognise the contribution the school makes, in partnership with other local agencies, to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm and that everyone in the education service has an objective to keep children and young people safe.

All staff and governors believe that our school and centre should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused.

There are five aspects to safeguarding and promoting the welfare of children:

- Ensuring we practice safer recruitment procedures in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Aims of the Child Protection Policy:

- Provide a safe environment for children and young people to learn and develop.
- Support the child's development in ways that will foster security, self esteem, confidence and independence.
- Raise the awareness of all staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure that every member of staff including temporary, supply staff and volunteers and the Governing Body knows the name of the Designated Senior Persons responsible for child protection and their role.
- Ensure that there is a nominated governor for child protection. The nominated link governor is Sandipan Chowdhury.

- Identify children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and in school.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police, Social Care and Local Authority and contribute to effective partnerships working between all those providing services for children.
- Ensure that all adults within our school who work with children have been checked as to their suitability.

Responsibilities

At St Stephen's the designated persons are :

• Federation	• Adam Bennett
• Nursery	• Janet Patterson
• Day Care	• Julie Haley
• Children's Centre	• Marie Foley

The Designated Senior Person will, in the event of a concern:

- Assess the situation including any urgent medical needs.
- Consider whether the child has suffered or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has previously been.
- Discuss with staff whether they are comfortable to talk to parents if appropriate.
- Consider whether it will put the child at further risk if the matter is discussed with the parent.
- Talk with staff involved and agree a course of action depending on the nature of the issue, any previous history, and what is known about the child and the family.
- Decide whether the situation needs to be monitored over a length of time
- Decide whether to make an immediate referral to Social Care or the Police when 'it is suspected a child has suffered or is at risk of suffering significant harm either because disclosures or allegations have been made or from the presenting evidence'. (Section 47)
- Ensure that any child currently subject of a child protection plan, who is absent without explanation for two days or more is referred to CYPS.
- Liaise with Head Teacher (where role not carried out by the Head Teacher) to inform her of any issues and ongoing investigations.

A referral can be made to Social Care through the Children's Triage Service. This is done online via www.newham.gov.uk/triage or by phoning 0203 373 4600. (Outside working hours

the emergency number is 0208 550 9587) The Triage Team will pass on the request to the appropriate team within 24 hours and inform the referrer of the action once this has been done.

All staff must:

- Listen to what a child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but do not promise confidentiality
- Reassure the child that he/she has done the right thing in telling you
- Explain to the child that in order to keep him/her safe from harm the information shared must be passed on.
- Report what has been disclosed to the Senior Designated Person and record as soon as practically possible what was said using the child's actual words.
- Note any general concerns in the Well Being Book over time, e.g. dirtiness and unkempt appearance, or a history of minor injuries, tearfulness and tummy aches.
- Note/report any inappropriate sexualised behaviour exhibited.
- Record if a child comes to school with a bruise or injury. The child may be asked in an informal way what happened, on a one to one basis within the room. Open ended questions could be used e.g. "How did that happen?" as opposed to, "Who did that to you?' Do not ask a child to remove clothing to look at injuries. It may be appropriate to ask the parent how the child had the bruise/injury and if satisfied with the child/parent's explanation and there are no grounds for concern, no further action needs to be taken although it must be noted in the 'Well Being' book and passed on to the DSP. Body Outlines are available and if appropriate an injury may be noted on this and kept in the Safe Guarding File. If the teacher is concerned about the answer or the child is already subject to a Child Protection Plan then the DSP must be informed immediately

Actions

Record Keeping

Each class, the reception office, day care and cabin have a Well-Being Book that is kept in a secure and confidential place. All practitioners record concerns regarding physical, emotional and social well-being as well as any incidents of ongoing unacceptable conduct, attendance and behavioural issues (including parents). These are addressed at half termly 'Well Being/Safeguarding Meetings' where actions are noted and outcomes then recorded.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Head teacher or Designated Senior Person will disclose any information about a child to other members of staff on a need to know basis only.
- All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff will be aware that they cannot promise a child to keep secrets.

- All records relating to child protection issues will be kept separate from all other personal records and kept in the assistant/deputy head's office.

Categories of Child Abuse

Abuse is categorised under four headings: physical abuse, neglect, emotional abuse, and sexual abuse.

Physical Abuse

Physical abuse is where there is an injury to a child and there is either definite knowledge or a reasonable suspicion that the injury was not accidental. This suspicion may arise when the nature of the injury is not consistent with the explanation given by the child or the parent. Signs of physical abuse could include:

- Obvious major injuries such as fractures, black eyes, cuts, and burns
- Frequent "minor" injuries such as bruising, swelling, and redness
- A child walking stiffly or holding themselves in an awkward way which might indicate an injury hidden beneath their clothing
- An unwillingness to go to the toilet
- Flinching at sudden movements
- An air of watchfulness and fear
- Child exhibiting unusual behaviour e.g. hitting other children

Neglect

Neglect is the persistent or severe neglect of a child which results in serious impairment of the child's health or development. It includes allowing the child to be exposed to dangerous situations. Signs of neglect could include:

- Constant hunger
- Thin or weak looking physique
- Untreated medical problems
- Poor personal hygiene and a dirty, unkempt appearance
- Lack of warm clothes in cold weather
- Constant tiredness
- A child who is left in the home without adult supervision
- A child who clings to adults and seeks affection

Emotional Abuse

Emotional abuse is the persistent and severe emotional rejection or ill treatment of the child. It also includes situations where the child is witnessing domestic violence within the home. It is a difficult type of abuse to recognise. The signs are behavioural rather than physical.

- Withdrawal and an air of detachment
- Depression
- Poor self esteem and lack of confidence
- A loss of appetite

Sexual Abuse

Sexual abuse is the involvement of children in sexual activities which they do not comprehend and to which they are unable to give informed consent. Signs of sexual abuse could include:

- Child complaining of soreness / itching in the genital area
- Difficulty in walking or sitting
- Overt sexual behaviour or playing of a sexual nature
- Sexualised drawings
- Frequent soiling or wetting

Training

Training will be provided in order to ensure that:

- All staff are able to recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Appropriate staff have a working knowledge of how the Local Safeguarding Children Board operates, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- All staff have access to and understand the school's Child Protection Policy
- All staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. (This is essential in respect of staff that are perhaps part time or work with more than one school, personal advisors, trainee teachers and supply teachers.)
- Appropriate staff are able to keep detailed accurate secure written records of referrals/concerns
- Staff have access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the Child Protection Policy is updated and reviewed annually.
- Ensure parents see copies of the Child Protection Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- When children leave nursery ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file. (N.B. this can be done **electronically**). If a child leaves and the new school is not known, the DCSF should be alerted so that these children can be included on the database for lost pupils.

Supporting Children

- We recognise that St Stephen's may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We will support by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care as soon as there is a significant concern.
- Ensuring appropriate information is forwarded under confidential cover to a pupil's new school on transition.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- All staff will have induction and then ongoing training and updates about child protection organised by the Designated Senior Person.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support as appropriate.

Allegations against staff

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher. If the allegation is against the Head teacher it should be passed immediately to the Chair of Governors.
- The Head teacher on all such occasions will discuss the content of the allegation with the Local Area Designated Officer (LADO) in the Children's Planning and Review Team.
- The school will follow the Local Safeguarding Children Board (LSCB) protocol for managing allegations against staff. The LSCB can be contacted on 0203 373 3392 or by email at lscb@newham.gov.uk

Whistleblowing

- Staff have the right to raise any child protection matter through the school's whistleblowing policy.

Physical Intervention/ Restraint

- There may be occasions where a member of staff has to use physical intervention/ restraint in order to prevent a child from harming themselves or others.

Bullying and Behaviour policy

These are set out in separate policies. It is acknowledged that if staff allow or condone bullying, such conduct may be considered under child protection procedures.

Health & Safety

Our Health & Safety policy reflects the consideration we give to the protection of our children both within the school environment and when away from the school on educational visits.

Children subject to a Child Protection Plan

- The school needs to be aware of all children who are subject to a child protection plan.

- The Designated Senior Officer is responsible for ensuring that a school representative attends and provides a report for all child protection conferences
- The Designated Senior Officer should liaise with other agencies which support the child such as Social Care, Mental Health Service, Education Welfare Service and Educational Psychology Service.
- The Designated Senior Officer should ensure that where a pupil with a child protection plan leaves, their information is transferred to a new school immediately and the child's social worker is informed

APPENDIX 1

Situations where there should be a referral to Newham Triage team

- 1. When it is suspected a child has suffered or is at risk of suffering significant harm either because disclosures or allegations have been made or from the presenting evidence. (Section 47)**
 - Physical abuse - when a parent or carer deliberately injures or induces illness in a child by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm.
 - Emotional abuse - when a child is persistently maltreated as to cause severe and persistent adverse effects to their emotional development. When you think a child is traumatised, injured or neglected as a result of domestic violence or persistent serious verbal threats.
 - Sexual abuse - forcing or enticing a child to take part in sexual activities including both contact and non contact (pornographic, voyeuristic) abuse. When a girl under 13 is pregnant.
 - Neglect - the persistent failure to meet a child's basic physical and psychological needs which could cause significant harm to their health & development.
- 2. When there is a concern that a parent or carer poses a risk to children, including when someone has criminal convictions which suggest a risk to children or he/she poses a risk to a child of FGM, honour-based violence or forced marriage (Section 47)**
 - Children living in contact with adults with former schedule 1 offences or known to MAPPA /MARAC processes
 - Children/unborn babies of parents who have previously had children removed or with issues such as substance misuse, mental health problems or disabilities which could place children at risk of significant harm.
 - Children whose parents suffer from mental health problems where the child is the subject of parental delusions - even if the parent is not living with the child.
- 3. When a child is abandoned, home alone, lost or no-one has parental responsibility. (section 17 or 47)**

- This includes vulnerable children left home alone and children whose parents are incapacitated through physical or mental ill health from caring for them.
4. **When a child or young person is at risk of imminent family breakdown or breakdown has already occurred. (section 17 or 47)**
 - Children whose parents are experiencing a crisis or domestic violence dispute and are temporarily incapable of caring for them. When the parents' drug and alcohol misuse, learning difficulties, physical and/or mental health are preventing them from caring for their children.
 - Young people who are in crisis with their parents and who require professional intervention to prevent family breakdown.
 5. **When a child has a disability, serious or terminal illness. (Section 17)**
 - Including where a child has been in hospital for 3 months or more
 - Where a child may need a package of services to support living at home
 6. **When a child may be privately fostered. (Section 17)**
 - Children who are looked after by someone other than a parent, step-parent, grandparent, aunt, uncle or sibling
 7. **When there is a suspicion that a child may be a 'child in need' which means they are unlikely to reach or maintain a satisfactory level of health or development without the provision of services. (Section 17)**
 - Children of disabled parents entitled to carers assessment
 - Children who are suspected of being trafficked
 8. **Young people remanded into Care because of criminal activity**

List of designated people

Head teacher - Neena Lall

Designated Senior Persons for Child Protection - Adam Bennett, Janet Patterson