



Feversham First Steps  
Day Nursery

Safeguarding Policy

September 2015

## Introduction

Children have a fundamental right to be protected from harm.

Children have a right to expect nursery to provide a safe and secure environment.

Any fears or worries that children bring into the setting should not go unnoticed by staff.

It is a guiding principle of the law and child protection procedures that the protection and welfare of the child must always be the first priority.

The protection of children is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Managers and practitioners are in a unique position to identify and help abused children.

Safeguarding and promoting the welfare of children for the sake of this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- The wellbeing of children in our care takes precedence over any other consideration.

**Feversham First Steps Nursery** fully recognises its responsibilities for child protection.

**Our Aim:** We aim to provide a caring environment, which will underpin the values of the EYFS, where self-esteem can be nurtured and children empowered to protect themselves.

Our policy applies to all staff, governors and volunteers working in the nursery. There are three main elements to our policy:

- Prevention through safe recruitment practices and through the teaching and support offered to children.
- Protection: through well knowledgeable staff on the procedures for identifying and reporting cases, or suspected cases of child abuse.
- Support to children who may have been abused.

We recognise that because of the day-to-day contact with children, Nursery practitioners are well placed to observe the outward signs of abuse. The nursery will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee (ACPC) & Bradford Safeguarding Children's Board (BSCB) and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated practitioner for child protection who has received appropriate training.
- Ensure we have a nominated manager responsible for child protection.
- Ensure every member of staff, volunteer and governor knows the name of the designated
- Practitioner responsible for child protection and their role.
- Ensure all practitioners and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated manager responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the nursery and Practitioners for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is subject to a Child Protection Plan.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise 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 school 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 positive, supportive and secure environment and gives children a sense of being valued
- The nursery's behavior and behaviour management policy, which is aimed at supporting vulnerable children.
- The nursery will ensure that the children understand that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the children and their family such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology service.
- Ensuring that, where a child who is subject to a Child Protection Plan leaves, their information is transferred to the new school/nursery immediately and that the child's social worker is **informed**.

### **Child Protection Procedures**

If a child tells you something about abuse or you have suspicion of child abuse

- Take it seriously and calmly
- Do not ask leading questions
- Accept what you are told
- Reassure the child but do not promise confidentiality.
- Do not put words into the child's mouth "tell me... .."
- Do not attempt to investigate further
- Write the information down including dates times

What actions should you take next?

- Never investigate yourself
- Never confront the alleged perpetrator
- Never assume someone else will deal with the problem
- Note down what you were told as soon as possible
- Be clear about what is fact/opinion
- Be clear about what you assumed
- **Report to the Lead Safeguarding Practitioner – Julie Lightowler (Named Manager: Charlotte Ward)**

**In the absence of these members of staff the most senior person in Nursery will follow the procedures as follows**

**What is abuse?**

A person may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children and young people may be abused in a family or an institutional or community setting; by those known to them or, more rarely, by a stranger.

**Physical Harm** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.

Emotional Abuse - is the persistent emotional ill-treatment 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, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or exploitation or corruption of children.

**Sexual Abuse** - involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

**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, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic needs.

\*Also see BSCB information SIGNS AND SYMPTOMS OF CHILD ABUSE- A GUIDE FOR STAFF

**Records and Monitoring**

- Appropriate records and documentation will be kept securely and confidential on a need to know basis, separate from the children's personal records. These will be kept in a locked cupboard.
- When a child leaves or transfers, any child protection information will be passed on to the new setting.
- When a child who is subject to a Child Protection Plan leaves or transfers, Social Services will be informed.
- Upon making a referral to Children's Social Care a COMMON REFERRAL FORM must be completed 1 copy to Social Care, 1 copy to Jennie Whitehead (Lead Officer for Child Protection), 1 copy to be retained confidentially in the Child's file in the manager's office.

**Professional Confidentiality**

- Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.
- We should never guarantee confidentiality to a child
- Only the lead practitioner, manager and those working most closely with the child need to be given information relating to a child protection matter.
- All child protection records will be kept secure and separate from the child's main file. (managers office)

### **Roles and Responsibilities**

The role of the manager

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers).
- Sanction a robust child protection policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is being complied with.
- Recognise the importance of the role of the lead practitioner, support them and ensure the necessary training is undertaken.
- Ensure cover is provided when needed to enable the lead practitioner to carry out their role, especially when there are on-going child protection issues.
- Ensure that all practitioners that work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.
- Ensure arrangements are in place so that temporary staff and volunteers who work with children are made aware of the schools arrangements for child protection and their responsibilities
- Ensure there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to The Education (Prohibition from Teaching or Working with children) Regulations 2003.
- Remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.
- Liaise with Bradford Early Years on child protection issues and nursery policy
- Appoint a designated practitioner and ensure appropriate retraining and support.
- Ensure all practitioners know and are alert to signs of possible abuse and know what to do if they have concerns or suspicions.
- Make parents aware of the nursery's Child Protection Policy
- Work with local partners such as LEA and Social Services.

### **The role of the designated Practitioner**

- To be the first person contacted by staff report concerns to. It is then the responsibility of the Lead Practitioner to discuss the situation with the relevant agencies.
- Ensure each member of staff has access to and is aware of their nursery's child protection policy
- Liaise with the Manager to inform of any issues and on-going investigations.
- Ensure the nursery Child Protection Policy is updated and reviewed annually. If any changes arise in policy or on the BSCS website, the policy will be updated straight away.
- Be able to keep accurate and secure records
- Attend refresher training courses and ensure any new or key messages are cascaded effectively passes to other staff volunteers and managers.

### **The Area Child Protection Committee**

The ACPC has the primary responsibility for promoting safeguarding of children in the local community. They review local child protection policies and promote effective co-operation between the agencies involved. The ACPC is an inter agency forum including

representatives from Education Social services Primary Care Trusts, Probation Services, Police, and NSPCC.

### **Child Protection Conferences**

- When a child protection conference is called the key worker or the lead practitioner will attend
- A written report will be submitted.

### **Training and Support**

- Our Nursery will ensure that the manager, lead Practitioner and key workers attend relevant training to their role.
- Ensure the nursery has a designated senior member of staff who has undertaken the 2-day training course provided by the LEA as a minimum. This will be updated at least every 2 years.
- All staff will receive basic training on Child Protection every three years
- Staff will be kept informed on current child protection issues through staff meetings.

### **Children with SEN**

We recognise that statistically children with behaviour difficulties and disabilities are most vulnerable to abuse. Nursery staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and or emotional behaviour problems will need to be particularly sensitive to signs of abuse.

### **Adults working in the nursery**

All adults wanting to work in nursery will be required to fill in a form for an enhanced DBS check and have it processed and returned before working in the nursery (including volunteers and students). All supply staff must hold a current enhanced DBS check in order to work in the nursery. In certain circumstances the manager can agree to an adult working in school whilst their form is in the process of being checked provided that they are supervised at all times by another adult who has been checked.

Staff need to be prudent about their own conduct and vigilant about the conduct of others, so that their relationships with children remain and are seen to remain entirely proper and professional.

Toileting children;

- All children who require intimate care are treated respectfully at all times, the child's welfare and dignity is of paramount importance. Key workers will encourage each child to do as much for themselves as they can. Children should not be assisted to do things of a personal nature that they can do for themselves.
- Parent' will be involved with their child's intimate care arrangements through regular discussion of the child's needs.
- If a child needs to use the toilet when out on a visit a member of staff and not parent helpers will take them.(unless it is their own child).

### **Physical contact and comforting children;**

- There may be occasions when a child needs comfort or reassurance which would include physical comforting such as a parent would give.
- Staff should use their discretion to ensure what is normal and natural does not become unnecessary or unjustified contact.
- Once the child is settled the adult will redirect them to an activity.
- Staff will be sensitive to children's needs by knowing how to respond to individual children e.g. some children preferring their own space when upset, some need more reassurance and comfort.
- Sometimes a child needs to be held when parting from parents. Staff will ask parents if they are happy for the child to be handed over. Ask the parent to hand the child over once the receiving adult is sitting down. The adult will comfort and reassure the child.

**Physical restraint;**

- Sometimes it is necessary to restrain a child to prevent them from hurting themselves or others. Where a member of staff has taken such action to restrain a child they should report the matter as advised.
- Restraint can be defined as "the reasonable application of the minimum necessary force to overpower the child with the intention of preventing them from harming themselves or others, or from causing serious damage to property"
- Restraint should only be used exceptionally, when unavoidable and in keeping with the incident leading to it. It should be primarily for the benefit of the child, and though immediate, should as far as possible be a considered response.
- Children who require regular handling a "safe handling plan" is put in place - see Behaviour Policy

Some examples: -

- Children who are running out of control will be gently slowed down.
- In extreme situations a child may need holding whilst they calm down- the adult should hold the child facing away and place arms under theirs then sit with the child until they calm down. First Aid; -
- Staff who have to administer first aid should ensure whenever possible that another adult is present.
- Any injury requiring treatment will be recorded in the accident book and reported to parents.
- They should also follow the schools guidelines on administration of medicines.

**Photography**

We always seek permission from parents before allowing children to be photographed for records, brochures or other publications.

**Allegations against members of Staff, Carers and Volunteers**

Criteria and Threshold for allegations

When it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Behaved toward a child or children in a way that indicates she or he is unsuitable to work with children

Upon receipt of an allegation of abuse by a member of staff, including temporary staff, in a school or other educational establishment, the manager must immediately inform and



consult with the Bradford Council's designated officer for child protection (LADO) within one working day.

If the allegation is against a manager the lead practitioner must inform Lynn Murphy Nursery director and consult with the LADO for child protection.

The Lead practitioner will then follow the Statutory Procedures set out by BSCB and detailed in Allegations against members of Staff, Carers and Volunteers File kept in locked cupboard managers Office.

Further information can be obtained in

Department of Education booklet entitled "Working Together to Safeguard Children 2013"

Every Child Matters change for Children in Schools DFES

Safeguarding children and Safer Recruitment in Education DFE

Bradford Safeguarding Children Board

\*\*Copies available in school

### Body map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

When you notice an injury to a child, try to record the following information in respect of each mark identified:

- Exact site of injury on the body e.g. upper outer arm, left cheek.
- Size of injury - approximate cm or inches.
- Approximate shape of the injury e.g. round, straight line.
- Colour of the injury - if more than one colour, say so.
- Is the skin broken?
  
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? /any blistering? /any bleeding?
- Is the injury clean? Or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Add any further comments as required.

### Policy Statement

Feversham First Steps Nursery undertakes to ensure that all aspects of the nursery policies and procedures are kept under review and that they operate in a non-discriminatory manner.

The Management will ensure that all Staff, Parents/Carers, Voluntary Workers and others, are aware of the policy and any channels through which they lodge complaints and appeals on all matters.

\*Internal use only

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date disseminated to staff</b>	<b>Date for review</b>

**Body Map**

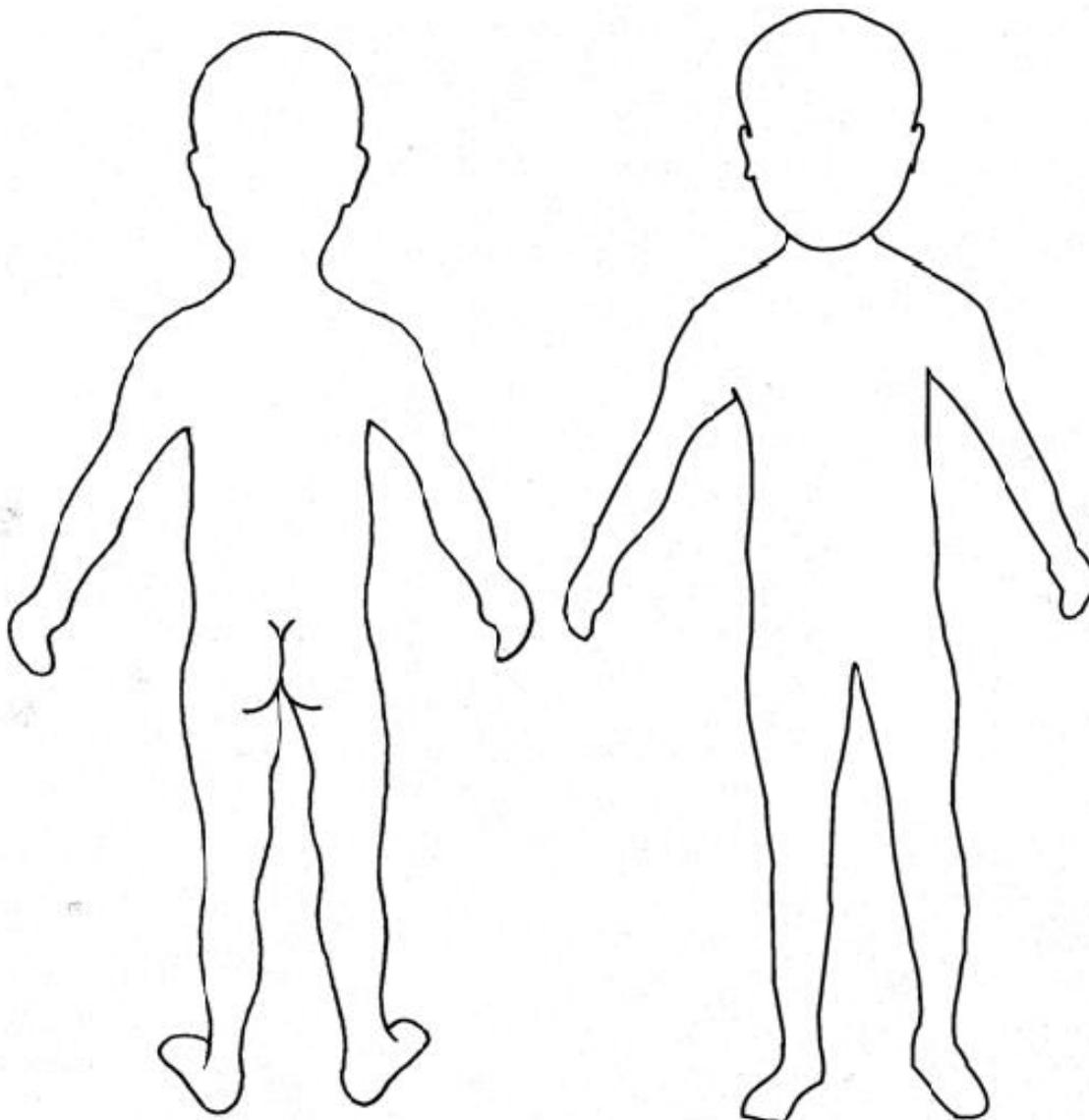
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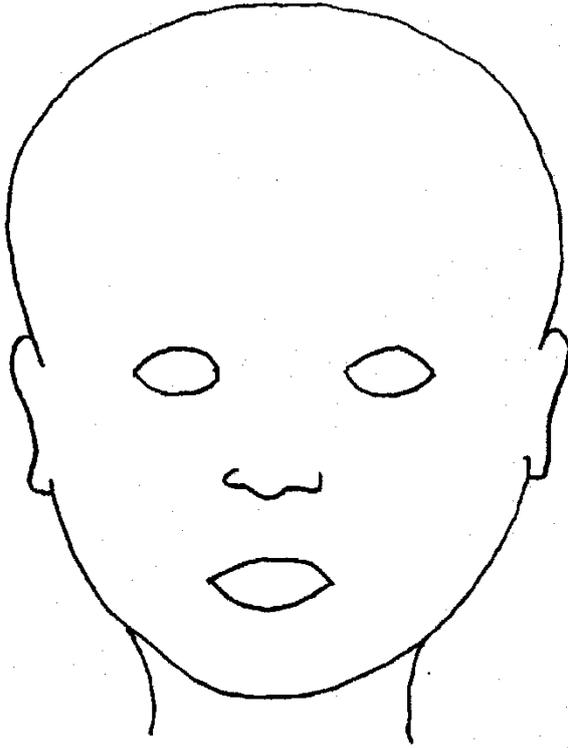
DOB: \_\_\_\_\_

CP Officer: \_\_\_\_\_

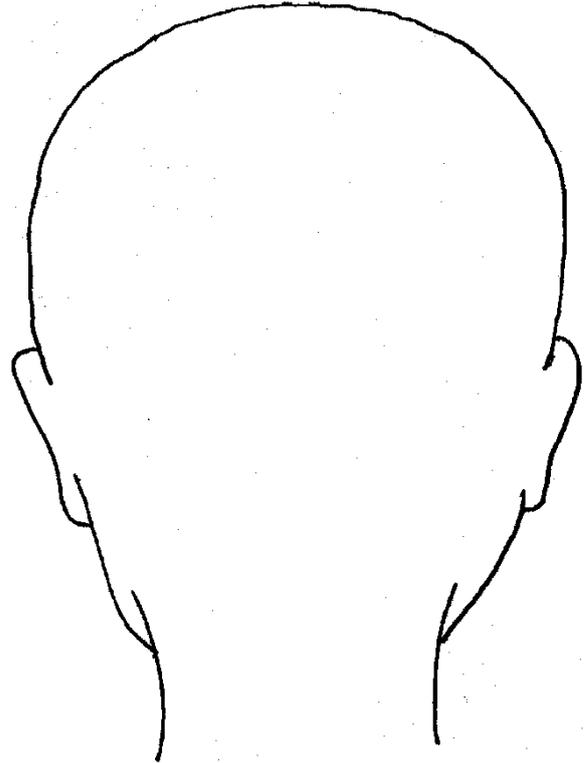
Date & Time observation: \_\_\_\_\_

Details of Observation: \_\_\_\_\_

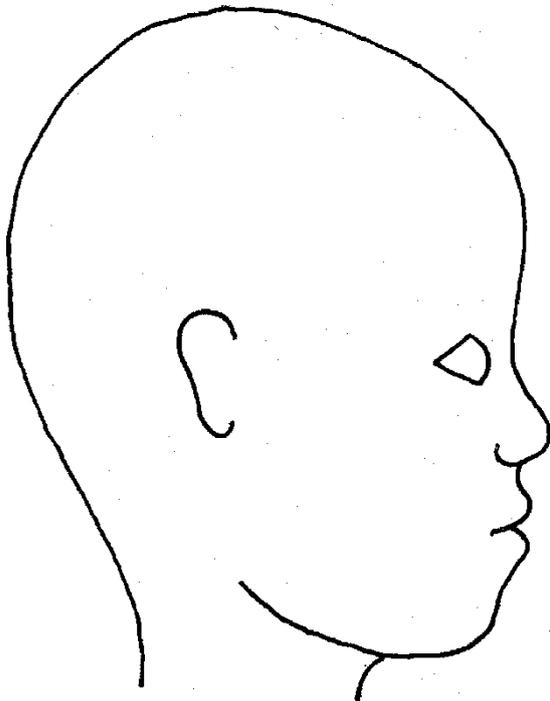




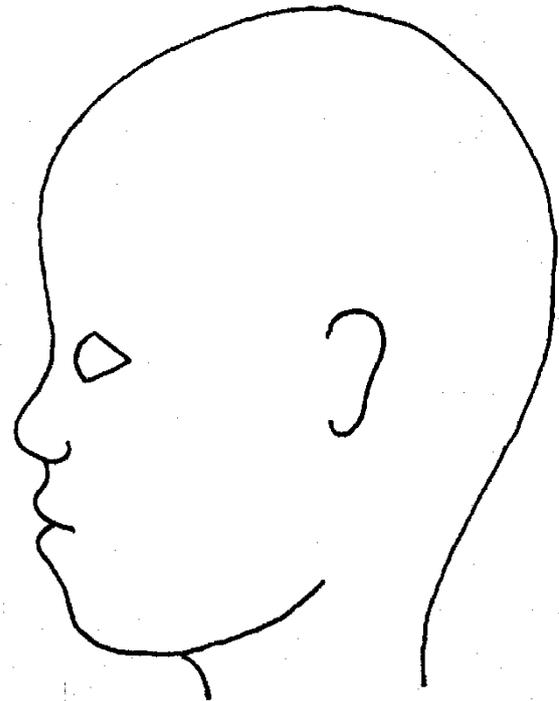
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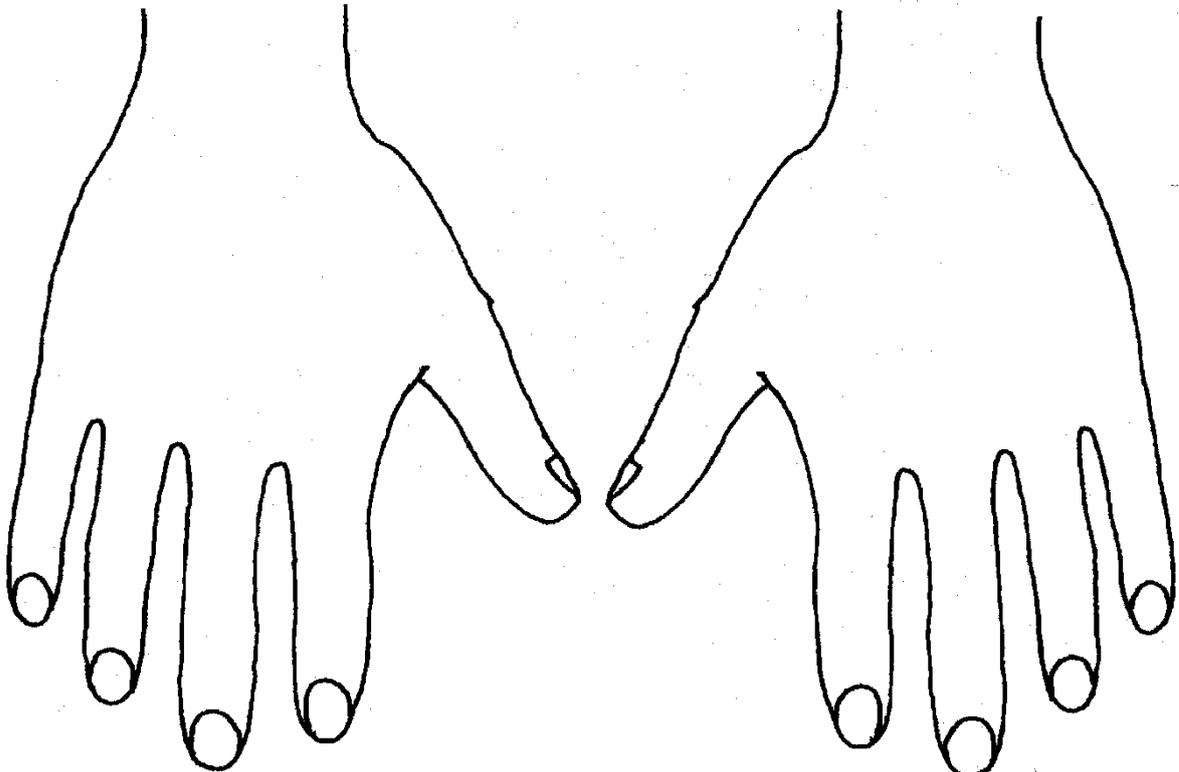
BACK



RIGHT



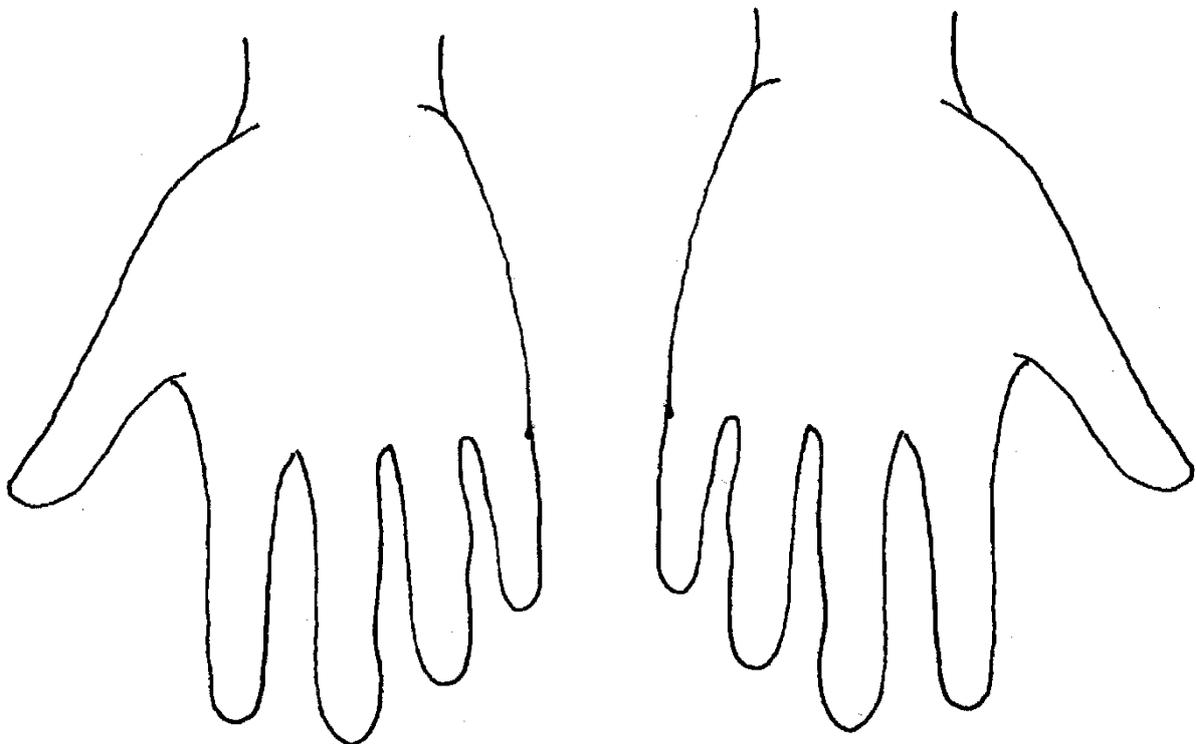
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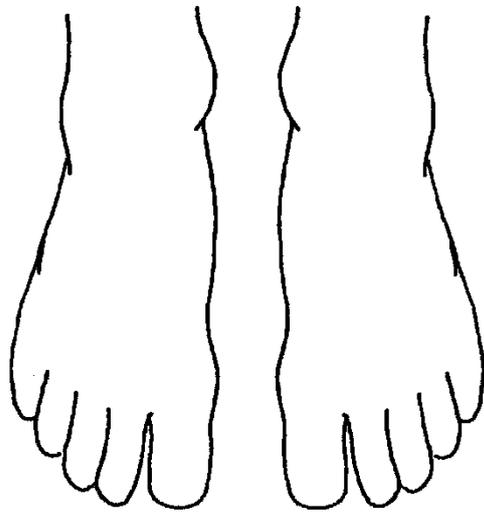
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BACK

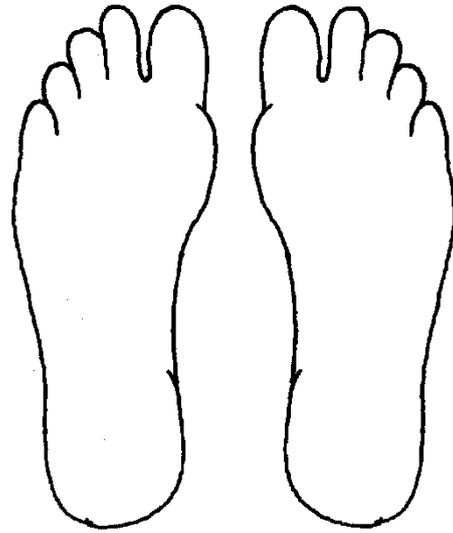


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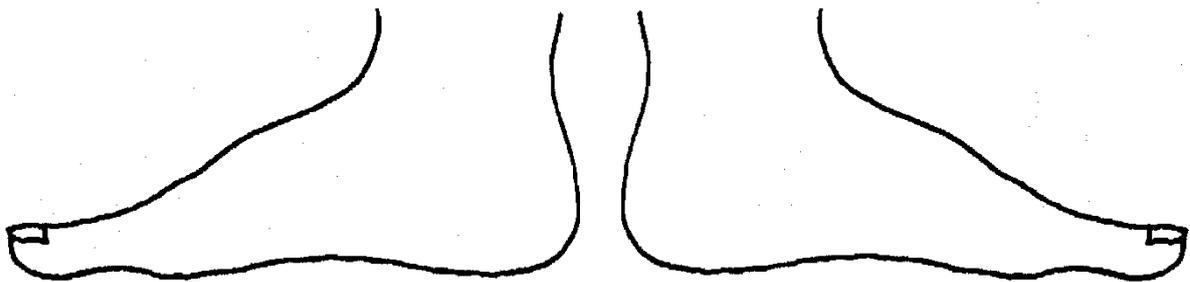
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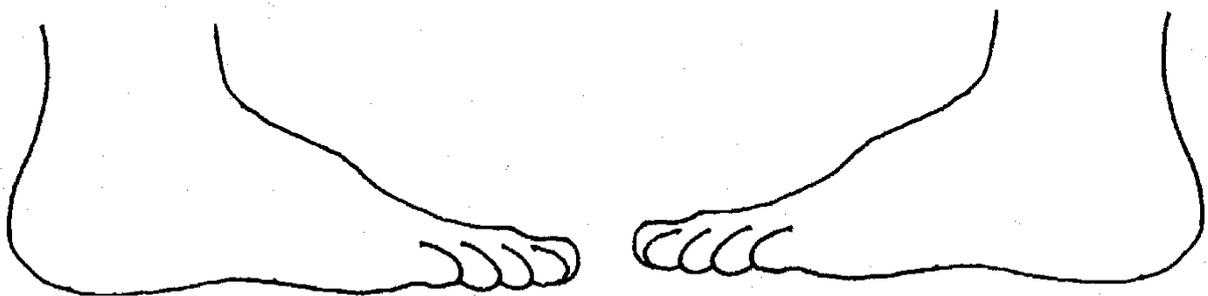
R TOP L



R BOTTOM L



R INNER L



R OUTER L