



St. Helens Council

RAINHILL COMMUNITY NURSERY SCHOOL



Rainhill Community Nursery School Child Protection and Safeguarding Policy 2016-17

The Governing Body and staff of Rainhill Community Nursery School are committed to safeguarding the welfare and safety of all children. We have created a culture where the staff are able to raise concerns with each other. The purpose of this policy is to meet this commitment by:-

- providing a secure **framework** for staff to work within and to set out clearly the **responsibility** of all adults working in the school;
- supporting the **ethos and values** of the school, which keep the child at the centre of all it does;
- explaining **how the school will respond** to relevant legislation and practice issues, so that this is clear for all.

This policy should be read in conjunction with the policies for mobile phones, cameras and technology, e-safety, intimate care and code of conduct.

A secure framework for staff to work within

In its publication, 'Working together to safeguard children' (March 2015), the Government states:-

'In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families is aware of the role that they have to play and the role of other professionals. In addition, effective safeguarding requires clear local arrangements for collaboration between professionals and agencies.'

Rainhill Community Nursery School recognises the importance of working closely with other agencies and of ensuring that its policies and procedures for safeguarding children follow closely those of the Local Authority Safeguarding Children Board.

Therefore, the Local Authority's Child Protection Procedures underpin this policy and all aspects of the nursery's work in safeguarding children. Key documents are:-

- St Helens LSCB Child Protection Procedures Manual, which sets out the procedure to follow if there is a concern about the welfare of a child, and which therefore forms a core element of this policy; this manual also includes procedures for dealing with

allegations against members of staff or volunteers;

<http://sthelensscb.proceduresonline.com/index.htm>

- 'Working Together to Safeguard Children', published by the Department for Education in March 2015;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- 'Keeping Children Safe in Education' (DfE, September 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_September_2016.pdf
- 'What to do if you're worried a child is being abused'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- The Prevent Duty: Departmental advice for schools and childcare providers (June 2015);
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- The Early Years Foundation Stage statutory framework,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

Roles and responsibilities

The Governing Body of Rainhill Community Nursery School seeks to keep children safe by:-

- adopting child protection practices through St Helens LSCB procedures
<http://sthelensscb.proceduresonline.com/index.htm>;
- adopting the Local Authority Code of Conduct for staff and by promoting the Guidance for Safer Working Practice for Adults who work with Children and Young People
http://www.sthelensscb.org.uk/media/3193/guidance_for_safer_working_practice_for_adults_who_work_with_children_and_young_people_1.doc
- develops and implements an effective e-safety policy and related procedures;
- ensuring that there is clear accountability in the provision of the school's systems for safeguarding children.

The headteacher of Rainhill Community Nursery School:-

- ensures that the policies and procedures adopted by the Governing Body, particularly those concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
- acts as the 'case manager' and liaises with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;
- identifies a Designated Safeguarding Lead (DSL) and a system for covering this role in the absence of the DSL;
- accesses appropriate child protection/safeguarding training which is regularly updated;

- helps to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policies;
- ensures that all staff access appropriate training which is updated regularly, including training for Prevent Duty and Safer Recruitment where necessary.

The **Designated Safeguarding Lead** at Rainhill Community Nursery School is Emma Nicholson. This role is covered in her absence by the headteacher, or in the headteacher's absence at the same time as the DSL's, by the class teacher, Emma Quayle. The DSL:-

- acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- refers all cases of suspected abuse, including where radicalisation or extremism is suspected, to the Local Authority children's social care team following the procedures set out in the LSCB Child Protection Procedures Manual;
<http://sthelensscb.proceduresonline.com/index.htm>
- ensures that advice and clear information is displayed in all appropriate locations in the Nursery, setting out what to do if concerned about the welfare of a child, or that they are being abused, or exposed to radicalisation or extremism;
- liaises with the headteacher to inform her of all issues relating to children's safety and welfare, expressions of concern, referrals, ongoing enquiries under section 47 of the Children Act 1989, police investigations, and concerns about radicalisation and extremism;
- accesses appropriate training carried out every two years and refreshes knowledge and skills relating to the role of Designated Safeguarding Lead at least annually;
- monitors and arranges the training of all staff in relation to safeguarding at least annually in accordance with requirements/recommendations;
- ensures teachers are aware of their mandatory duty to report acts of female genital mutilation;
- seeks guidance in the discharge of these duties from the St Helens LSCB as necessary;
- ensures that all staff have access to the Child Protection Policy and all associated documentation, and ensures that all available documentation is the most up-to-date version;
- ensures that the school's website is updated regularly with the most recent legislation/documentation as necessary, and meets the requirements of the Government and of Ofsted.

Ethos and values.

We recognise that the welfare of the child is paramount, as enshrined in the Children Act 1989. All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or

abuse. We know all staff need to be vigilant about signs and symptoms of abuse and neglect from others including peer on peer abuse. Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs, special educational needs and/or disabilities or other issues. Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

Our aim is always to prevent children from harm or abuse by establishing a culture in which children are nurtured and protected, and where they can develop the skills and understanding they need to keep themselves safe as they grow up. We do this in a number of ways:-

- Providing a broad, balanced curriculum in which children learn through play and first hand experience, enabling them to develop confidence, independence and the ability to make good decisions for themselves;
- A well-established Key Worker system which enables the development of appropriate attachments to significant adults, and a mechanism for clear and open communication between the Nursery, parents and carers;
- Procedures for the monitoring of children's development, progress and attendance throughout their time in the Nursery;
- Rigorous systems for ensuring the safe collection of children from Nursery by adults who are responsible and authorised;
- Risk assessments to ensure the safety and suitability of premises, resources and activities;
- A strong emphasis upon the development of personal, social and emotional skills, and of language and communication skills, so that children feel confident about speaking and are able to express their thoughts and ideas;
- High quality teaching and learning, differentiated to the needs of individual children, and which includes opportunities to address issues of safety and well-being in appropriate ways, such as through circle time, the use of Persona dolls, and care for pets;
- Support for staff through training and supervision, providing a regular opportunity to discuss all aspects of the development and welfare of children;
- Strict recruitment processes following 'Safer Recruitment' principles, to ensure that appointed staff are suitable, well-qualified and checked, and to discourage applications from individuals who do not share the Nursery's commitment to keeping children safe;
- Strict procedures for checks on visitors, contractors, agency staff and students before entering the nursery.

How the school will respond to relevant legislation and practice issues, so that this is clear for all.

If any person has reason to believe that a child is suffering or is at risk of suffering significant harm, including from radicalisation and extremism, they have a duty to report this.

1. In the first instance, **concerns about a child** should be reported to the **Designated Safeguarding Lead**, who will take appropriate action, guided by the procedures outlined in the St Helens LSCB Child Protection Manual. If the DSL is not available, concerns must be reported to the Headteacher or, in her absence (in addition to that of the DSL), to the Class Teacher who will take appropriate action guided by the procedures outlined in the Child Protection Manual and who will inform the Headteacher/DSL at the earliest possible opportunity. Where neither is available for any reason, First Response must be contacted and the concern reported by the individual who identifies it.
2. **Referrals.** The St Helens Continuum of Need is designed to help professionals decide whether a referral is necessary. It can be found here: http://sthelensscb.proceduresonline.com/files/contin_need.pdf
If a referral is necessary it must be made on a Service Request Form, which can be found here: http://sthelensscb.proceduresonline.com/files/serv_req_form.doc
3. **Child Protection Concerns:** Child Protection Concerns must be rung through to the Contact Centre Adult & Children Team on 01744 676600 without delay and followed up in writing within 24 hours of making the call. If a disclosure is made, where possible details of the date, time, person involved are to be gained. Be ready to state whether the child/young person has a mark or bruise, and/or whether they are scared to go home.

The referrer must ensure parent/carers have been informed of referral unless there is evidence of significant harm or it is clear that to inform them would put the child/children at greater risk of harm. The telephone number for the First Response team is: 01744 676600 or telephone out of hours Emergency Duty Team on 0345 050 0148.

It is imperative that where a child is Looked After by the Local Authority, the school also informs the Social Worker allocated to the child.

4. In the event of an **allegation against a member of staff**, this must be reported in the first instance to the **headteacher**, or to the DSL if the allegation is against the headteacher. The headteacher (or DSL) will follow the guidance in this flowchart: http://www.sthelenslscb.org.uk/media/5087/allegations_flowchart.pdf, informing and seeking advice from the Local Authority Designated Officer (LADO) at any stage as necessary. The procedures for managing allegations against staff are contained in this document: <http://www.sthelenslscb.org.uk/media/473/lscbproceduresformanagingallegationsagainstpeoplewhoworkwithchildrenandyoungpeople.pdf>

Guidance for recording injuries outside of nursery

Where a parent/carer reports an injury that occurred outside of nursery the Key Worker will record the details on an Injury Sheet in the presence of the parent/carer. The record will include how and where the incident happened, who was present and a description of any injury. This will be signed by the parent/carer and the Key Worker. The Key Worker will then place the Injury Sheet in the Injury File.

Any other concerns should be reported as outlined above.