



OLD CHURCH
Nursery School



Safeguarding/Child Protection Policy

Designated Child Protection Officer:

Sarah Helm (Head Teacher).

**In her absence the child protection officers are
Moyra Lajmir and Cynthia Jenkins .**

The Governor responsible for Safeguarding is: Sue Cox

The Chair of Governors is Bridget Cass

IPST/MASH

0207 364 3444

CP Advice Line

LADO (Local Authority designated officer)

Fiona Anderson 0207 364 3506

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OPENING STATEMENT

At Old Church Nursery we work with parents to support children in every possible way. We recognise our professional duty to promote children's safety and welfare and protect them from actual or likely harm. In all circumstances the child's welfare is paramount.

We acknowledge that if we suspect or know that a child is at risk of being abused, physically, emotionally or sexually, or appears to be suffering from neglect, we have a duty to follow the Local Authority's Child Protection Procedures.

AIMS OF THE POLICY

1. To raise staff awareness by explaining different types of abuse and possible signs and symptoms including signs of radicalisation and female genital mutilation (FGM).
2. To set down the procedures that need to be followed within the school if there are concerns
3. To explain how to deal with disclosures
4. To set down the procedures that need to be followed if there are allegations against a member of staff
5. To show the ways we work in partnership with parents to keep children safe
6. To show how child welfare and safety issues are reflected in our curriculum

PURPOSE OF THE POLICY

The purpose of the Child Protection Policy is to inform staff, parents volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

To ensure that all members of the school community:

- Are aware of their responsibilities in relation to safeguarding and child protection
- Know the procedures that **must** be followed if they have cause for concern
- Know where to go to find additional information regarding safeguarding and child protection – for example, children missing from education, child sexual exploitation, honour based violence, preventing radicalisation and online safety.
- Are aware of the key indicators of child abuse
- Fully support the school's commitment to safeguarding and child protection

POLICY PRINCIPLES

- The welfare of the child is paramount
- All children have an equal right to protection
- All staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- All students and supply staff will be inducted in child protection procedures
- Pupils and staff involved in child protection issues will receive appropriate support
- Safer children make more successful learners
- Training for all staff will be updated annually

STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 outlines that local authorities and school governing bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- LBTH Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (2018)
- Sexual Offences Act (2003)
- Section 26 The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse which are established by the LBTH Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for

responding to situations in which: (a) the child may have been abused or neglected or is at risk of abuse or neglect (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

These documents, circulars and guidance for good practice govern Child Protection at Old Church Nursery School.

All staff and Governors have received a copy of the DfE statutory guidance for schools and colleges Keeping Children Safe in Education 2018 and have signed that they have **read and understood the guidance.**

THE N.S.P.C.C. DEFINITIONS OF CHILD ABUSE

PHYSICAL ABUSE

Where a child is physically hurt. It can involve hitting, shaking, squeezing, burning and biting. It also involves giving a child poisonous substances, inappropriate drugs and alcohol. Physical abuse can leave signs – look out for children with frequent bruising, burns, fractures and cuts – all without reasonable explanation of cause.

SEXUAL ABUSE

Where children are exploited sexually by adults, who use them to meet their own sexual needs. It includes sexual intercourse, fondling, masturbation, oral sex and exposing children to pornographic materials. Children who have been sexually abused often become depressed and withdrawn, they display unusually aggressive behaviour, may have eating problems and relationships with adults that exclude others. They may display over-sexualised behaviour inappropriate for their age.

NEGLECT

Where parents fail to meet the basic and essential needs of their children – which include: food, clothes, warmth and medical care. Leaving children alone is another form of neglect. Children who have been neglected suffer a number of difficulties: they may seem unusually withdrawn and miserable, they may be over aggressive, have eating and nutrition problems and may be dirty and smelly.

EMOTIONAL ABUSE

Where a child consistently faces a lack of love and affection, or is continually threatened by verbal attacks, taunting and shouting or witness violent or aggressive acts. Children who have been emotionally abused may seem sad, cry a lot and display apathetic or aggressive behaviour. They may well have a lack of confidence and low self esteem.

Be mindful that there are overlaps and some children may experience multiple forms of abuse

COMMON SIGNS OF CHILD ABUSE

We use caution and good sense in identifying child abuse. Every parent/carer makes errors in judgement and action at some time, but when it becomes plain that it is a pattern or is becoming one, then it is time for help. Also if there are significant changes in a child's behaviour.

1. **Repeated injuries**: bruises, welts, burns, reluctance to undress; parents seem unconcerned, deny anything is wrong; the child is evasive, or unable to say how the injuries have happened; the child flinches.
2. **Neglected appearance**: badly nourished, hungry, smelly, inadequately clothed; the child seems tired – fails to thrive.
3. **Disruptive behaviour** : aggressive, negative – a cry for help; the child may seem needy, attention seeking
4. **Passive withdrawn behaviour** : the child is shy and friendless – tearful, not wanting to be touched; she/he may be nervous or exhibit marked swings in mood
5. **Inappropriate sexual behaviour** : the child may talk about “secret” acts, suffer from urinary infections, or bruising, or show a change in response to parents/carers. S/he might also engage in role play of a sexual nature.
6. **Irregular attendance** : unexplained absences
7. **Isolated families**: don't share in school or community; resent friendly contact and help; unreliable collection of children.

WHAT STAFF WILL DO IF THERE ARE CONCERNS

Designated Child Protection Officer: Sarah Helm (Head Teacher). In her absence the child protection officers are Moyra Lajmir and Cynthia Jenkins .
The Governor responsible for Safeguarding is: Sue Cox

1. Discuss in team meetings **(not disclosures of possible abuse)** and **inform the Head Teacher.**
2. Make a written record **immediately** on a school Child Protection Concern form (found in the Classrooms and the office) **and report to the Safeguarding Officer.**
3. Note child's name, date, time, place, context, what the child said (include any non verbal communication) and the adult's response. These forms should be given to the head teacher or to the deputy head teacher who are the designated child protection officers.
4. Report the incident to the head teacher or deputy head. If neither are available report to a teacher. After discussion:
 - a) contact the child protection team
 - b) monitor the situation

IF IN DOUBT CONTACT THE Child protection advice line (MASH) on 0207 364 3444

5. Ensure that the ongoing log of concerns is kept in the Safeguarding file in the Head's office (locked in cupboard).

Any interview with parents in school concerning a child protection issue needs to take place confidentially in the office or training room, and a second member of staff must be present as far as possible.

The date, time, people present and discussion need to be noted.

When making a referral to the Child Protection Advice Line, the designated officer needs to follow the following procedures:

- Phone the **Child protection advice line (MASH Multi agency support hub): 0207 364 3444**
- Provide details of child: name, d.o.b. and address as well as name of parents/carers.

- Listen and follow guidelines presented by the Duty worker on the Child Protection Advice Line.
- If the person making the call does not agree to the advice given, a request to speak to the line manager can take place.
- Any contact with the Child protection advice line (MASH) must also be logged (date, time, person contacted) and emailed to the Child Protection Advice Line; summarizing actions agreed and a copy placed in the safeguarding file in the Head Teacher's Office.

Information within the school concerning a child suffering possible or definite abuse will be shared on a "need to know" basis.

If a child is already subject to a Child Protection Plan then the head teacher, all teaching staff and the office manager will need to know.

Child Protection Information logged by the school is not part of a child's open record and is not available to parents. When a child moves schools, concerns may be passed verbally to the Designated Person and written records should be passed on confidentially.

Dealing with Disclosures

Receive

1. Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet revulsion or disbelief
2. Accept what the child says. Be careful not to burden them with guilt by asking "Why didn't you tell me before?"

Reassure

1. Stay calm and reassure the child that they have done the right thing in talking to you. It's essential to be honest with the child, so don't make promises you may not be able to keep, like "I'll stay with you" or "Everything will be all right now."
2. Don't promise confidentiality: you have a **duty** to refer a child who is at risk.
3. Try to alleviate any feelings of guilt that the child displays. For example, you could say: "You're not alone, you're not the only one this sort of thing has happened to"

4. Acknowledge how hard it must have been for the child to tell you what happened.
5. Empathise with the child – don't tell them what they should be feeling.

React

1. React to the child only as far as is necessary for you to establish whether or not you need to refer this matter; but do not "interrogate" them for full details
2. Do not ask "leading" questions such as "What did he do next?" (This assumed that he did!) or "Did he touch your private parts?" Such questions may invalidate your evidence (and the child's) in any other prosecution in court. Instead ask open questions like "Anything else to tell me?", "Yes?" "And...?"

TED – Tell me, Explain to me, Describe to me –
this technique will enable the child to tell their story without you leading

3. Do not criticise the perpetrator: the child may love him/her and reconciliations may be possible.
4. Do not ask the child to repeat everything to another member of staff.
5. **Inform the designated child protection officer in the school immediately.**
6. Record what has been said on Child protection form 1. (Available on the shared drive).

Record

1. Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
2. Do not destroy your original notes in case they are required by a court.
3. Record the date, time, place, any noticeable non verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words used, rather than translating them into "proper" words
4. Draw a diagram to indicate the position of any bruising, marks or cuts.

5. Be objective in your recording : include statements and observable things, rather than your interpretations or assumptions

Support

1. Make sure that you continue to support the child, providing time and a safe space throughout the process of investigation and afterwards Get some support for yourself, without disclosing confidential information about the child to colleagues

ALLEGATION AGAINST A MEMBER OF STAFF

It is important that if allegations of physical, sexual, or verbal abuse are made against a member of staff (by a child, by another member of staff, or by another adult (parent/visitor), that these allegations are dealt with seriously and in the correct manner. At all times a sense of proportion must be used, but allegations cannot be disregarded. The following steps need to be followed:

1. As much information as possible needs to be obtained about the allegation - when the incident occurred (date and time); where; if any other adult were present; if other children were present; what exactly occurred. This information should be formally logged and kept in the large safe.
2. The head teacher (or in his/her absence the deputy head teacher) must phone the child protection duty line to give them the information, which they will then pass on to the **Local Authorities Designated Officer LADO**). James Gilley. (0207 364 3506)
3. The head teacher (or in his/her absence the deputy head) will inform the Director's department. They will then decide on whether further actions are needed.
4. If the decision is made to suspend the member of staff, the head teacher needs to be very clear that the member of staff against whom the allegation has been made, understands the following :
 - She/he is being suspended **BY THE BOROUGH**, for an unlimited time while the case is investigated. The name of the person who has authorised the suspension should be given to the member of staff (It is crucial staff understand that it is not the head teacher who is suspending them)
 - She/he will receive full pay
 - She/he is not allowed back into the building until the matter is resolved
 - She/he must not contact the school or speak to any of the other staff
 - She/he should contact their union immediately
 - She/he will receive a letter confirming their suspension from personnel, who will also contact the union to let them know what is happening.
5. While all staff will need to know that one of the team has been suspended, details about the suspension should only be shared between the head, deputy head, and (if relevant), the member of staff to whom the allegation was made, or who reported the allegation.
6. Staff must not contact the suspended member of staff, nor discuss the case with one another.

7. The head teacher should take steps to protect the reputation of the school and the suspended member of staff
8. In the event that the allegation **is against the Head Teacher:** the chair of Governors should contact Child protection advice line (MASH) and then the Director for education for advice as to how to proceed. A representative will liaise with Head Teacher to discuss the protocol of actions needed. The Head Teacher should contact his/her Union/Professional body for advice and support. Full Pay will continue throughout the investigation.

KEEPING CHILDREN SAFE IN SCHOOL

1. All Tower Hamlets staff have an enhanced police check. Additionally, supply staff, students, and permanent parent helpers and volunteers will equally be required to have an enhanced police check; before working in the nursery. Parent volunteers who come in for the occasional day will be required to be supervised at all times. Students and volunteers are never to be left alone with children.
2. When a staff member takes a small group into the library the window must be uncovered.
3. When a child is being changed in the bathroom, the door needs to be open. When children need to be changed because they have soiled themselves and need to be cleaned, two members of staff need to be involved. For whatever reason when a child needs to be changed, staff must record this in the appropriate room accident book and discuss with parent/carer and ensure parent/carer signs in the accident book.

WORKING WITH PARENTS

1. The school makes it clear to parents that it has a duty to keep children safe, and that we need to work in partnership with them to promote children's welfare.
2. At a pre-admission meeting for parents, the head teacher explains the procedure for changing children who have wet or soiled themselves and parents are asked to sign a form to give written permission for their child to be changed in school.
3. The following paragraph is in the school booklet for parents : "Staff keep children safe by Being alert to signs of abuse (Because of the Children's Act, we have responsibilities to alert the authority to any concerns we have about a child's well being)".
4. At the pre – admission meeting for parents, the head teacher talks through the Child Protection Policy and all parents informed that the policy is on the school website.
5. The school informs parents/carers of any injury to their child which takes place in school (provided staff see the incident or the child tells staff). We also expect parents to inform key workers about any significant accidents that occur outside school; a body map is completed and signed by the parent and given to the Head Teacher.
6. Volunteers and visitors are asked to inform staff if a child says or does anything that they find worrying.
7. Staff will challenge a parent/carer treating their child inappropriately on the premises (This is included in the school's behaviour policy)
8. We share concerns with parents/carers where appropriate
9. Any adults collecting children must be sixteen or more years of age.
10. The parent/carer must inform the school if any adults who are not known to the school are collecting a child.

TEACHING CHILDREN ABOUT KEEPING THEMSELVES SAFE

In reacting to incidents in school we talk about appropriate behaviour and encourage children to empathise with others. They are also told what to do if someone is doing something to them they do not like – tell that person to stop and if they don't, get an adult to help. The children are told to come and tell if they see an incident they think is unfair.

We discourage children from talking to people passing the playground fence.

E-SAFETY

The growth of different electronic media in everyday life and an ever developing variety of devices including PCs, tablets, laptops, mobile phones, webcams etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a “victimless” act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with children at this school.

We help to keep children safe on line by:

Only accessing the internet when an adult is present

Firewalls and filters

Not allowing children to identify themselves online

TELEPHONE CALLS/MOBILE PHONE/CAMERA/VIDEO RECORDER USAGE POLICY

To ensure the safety and welfare of children in our care we operate this policy which stipulates that **personal** mobile phones, cameras and video recorders cannot be used when in the presence of children. (This includes all staff, visitors, parent helpers, supply teachers and students).

Staff should keep their mobile phone in their locker while the children are in school.

Parents are not allowed to use their mobile phones on the school premises. If you find a parent doing this you should inform them of this policy and refer them to the Head Teacher.

Mobile phones will not be used in any classroom when children are on the premises.

If you have a personal emergency you may use the school phone or make a personal call from your mobile in the school office or outside the greenhouse.

Personal mobiles, cameras or video recorders cannot be used to record classroom activities. **ONLY SCHOOL PROPERTY CAN BE USED FOR THIS.**

Photographs and recordings can only be transferred to, and stored on a school computer to be printed.

It is the responsibility of all staff to follow this policy.

We understand that parents like to take photos of or video their children at school events. However, we ask that they do not do this as some children are not permitted to be photographed. The school will record such events and make pictures/dvds available to parents after the event.

The school cannot be held accountable for covert photographs or video footage taken by parents or members of the public at school functions although we will do everything we can to prevent this.

What to do if a child is not collected on time.

Step 1. If a child has not been collected after 10 minutes; phone contact details. If no response go to step 2.

Step 2. Phone emergency contact details. If no response and 20 minutes have lapsed in

total go to step 3 and inform Senior Leadership Team.

Step 3. Child Protection Advice Line (IPST/MASH)
020 7364 3444 (9.00am to 5.00pm)
Children's Social Care Emergency Duty Out of Hours Team
020 7364 4079 (5.00pm onwards)
provide - name, date of birth and address.

Step 4 A member of the Leadership
Team (Head Teacher or Deputy Head
Teacher) will be on premises
with the child until the matter
is fully resolved.

Fundamental British Values in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Leaders and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given 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

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: Freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course or by talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions.

- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, or cultural or racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviour (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Old Church Nursery School

For visiting staff – Child Protection information leaflet

School Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our children and follow our procedures.

Key facts about child abuse:

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEND are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A child may:

- Have a bruise, burn or injury that seems suspicious
- Show signs of pain or discomfort
- Be unnaturally passive or withdrawn
- Be unpredictable and challenging
- Seem anxious, fearful or distressed
- Provide an unlikely explanation for their injury or behaviour

If you are concerned for a child's health, welfare or safety in any way you **MUST SPEAK TO THE DESIGNATED CHILD PROTECTION PERSON, Sarah Helm** or a senior member of staff before you leave the school site

Do not question the child or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a child tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DCP.

If you become concerned about a child's immediate safety, notify the nearest member of staff and tell them why you are concerned. You should complete a **concern form (attached)** and hand it to the DCP or a senior member of staff before you leave the school. Ask a member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy please speak to the Head Teacher or her Deputy.

PROFESSIONAL DANGEROUSNESS

Key Examples of Professional Dangerousness

1. Rule of Optimism

Professionals tend to want to believe that all is well for the child. Even when the indicators of abuse are visible there is a tendency to explain them away and be convinced that the child is safe. This is a form of denial and probably the most common form of dangerous practice.

In one case a social worker saw a child looking sick but afterwards saw her with the family on an outing. He allowed himself to believe the latter to be proof of the child's safety and thought his original concerns to have been unfounded.

2. Stockholm Syndrome

This theory is based on hostage situations where the people taken hostage begin to identify with the cause of the terrorists. It is a survival mechanism common in child abuse cases.

Sometimes a parent or abuser is powerful and intimidating, perhaps critical of professionals and the worker will begin to see the adult's point of view rather than the child's. It is one way that the worker feels safe at the expense of the vulnerable child.

3. Professional Accommodation Syndrome

The worker may mirror the child's reaction to abuse, deny the reality of the abuse and be keen to be persuaded that any allegation of the child must be suppressed. Any other possible reason for the abuse will tend to be accepted in preference to considering the possibility that abuse has occurred.

4. Exaggeration of Hierarchy

Adults of low status who report abuse may not be heard or taken seriously even though they may be close to the child e.g. neighbours, friends or a nursery worker.

A psychiatrist, lawyer or paediatrician will probably get their important opinions heard more readily by other professionals. In one child abuse

scandal the cook in a children's home had a wealth of information about the child abuse taking place but was not interviewed by the inquiry.

5. Concrete Solutions

Professionals respond swiftly to abuse situations with practical solutions such as housing, washing machines or money rather than by investigating and attempting to verify the alleged abuse.

6. Assessment Paralysis

Sometimes professionals feel helpless and incapacitated. It might be thought that change is hard to achieve because the family have always lived in an abusive way and it is just their way of life.

Chronic neglect and intergenerational sexual abuse are often ignored because of this attitude.

7. Stereotyping

Professionals may make assumptions about how families bring up their children. These may include cultural stereotypes. In one case the stereotype of the black grandmother being able to cope with every situation falsely portrayed her as protector of the child against a powerful and abusive adult within the family.

8. False Compliance

Parents may be able to convince professionals that they are co-operating to protect the child but in fact a skilled practitioner who can analyse parental behaviour will be open to considering the possibility of them being abusive.

Professionals may become enmeshed with the family and be so collusive with the carers that they do not see the needs of the child.

9. Omnipotence

Professionals believe that they know the best interest of the child and will not revisit their perceptions in the light of new evidence.

10. Closure

Families may shut out professionals. Calls go unanswered, appointments are missed, curtains are closed and doors locked. Child deaths from

abuse are often preceded by closure. This dynamic may be mirrored by professionals avoiding contact with the family.

11.Role Confusion

Professionals may be unclear about tasks and assume that someone else is responsible for protecting the child.. In child protection everyone has a prime responsibility for the safety of the child. Clarity of decisions is essential. In one case a health visitor said she would see the baby and the social worker assumed that the health visitor was visiting the home. Instead , she was seeing the baby in clinic and no-one saw the appalling conditions in the home.

12.Children unheard or parent and carers unheard

Every child abuse inquiry highlights the central importance of listening to the child. Although children do find it hard to speak of abuse it has been shown that prior to a child's tragic death they have often forewarned someone in authority about the risk. Similarly, prior to fatally harming a child, carers often raise the alarm by telling a professional that they are afraid of hurting the child or that they cannot cope.

13.Information which is emotional, recent and vivid takes precedence over the old

Inquiries inevitably demonstrate that there was, among agencies a great deal of knowledge and understanding about actual or potential harm to the child. New information must be examined in the context of prior facts. The importance of chronologies to allow analysis cannot be over emphasized. This information must be transferred as a family moves between authorities. This is sometimes referred to as the Start Again Syndrome which prevents practitioners from having a clear understanding of a case based on past information. (Brandon et al 2009)

14.Non Compliance with statutory procedures

Inquiries commonly report that legislation, policy and practice are sound but that professionals did not comply with their implementation. When child protection procedures are in place such as conferences and strategy meetings, children generally become safe. Formal procedures allow for collation and analysis of all available information.

The PREVENT Strategy

All schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance.

In this school it is more likely that a concern would relate to an older sibling or parent.

Protection from radicalisation and extremist narratives is a safeguarding issue. Staff are trained to report any concerns they may have to the Prevent Safeguarding Lead, Sarah Helm, or to the Prevent Curriculum Lead, Moyra Lajmir. In addition all staff are given information about the Prevent Strategy during their induction meetings, as well as doing training on Prevent every two years.

We attempt to prevent our children being exposed to violent extremism or to any language calling for hatred towards any particular group in society. We do this through the early years foundation stage curriculum, the personal, social and emotional development segment in particular. Issues are also addressed through our Rights Respecting School agenda and through various global dimension themes.

The Prevent Safeguarding Lead takes a decision about when it maybe supportive to refer a case to the Social Inclusion Panel. This panel will then reach a consensus about how best to support a child or family.

Records are kept of staff Prevent training, as well as of any cases or referrals.

Democracy – We have a voice

Rule of Law – We share and take turns

Individual Liberty – We have a choice

Respect – We show respect to everyone and everything

These values are embedded in everything that we do and they become part of the language of our school community.

What to do if you have a concern:

Follow the school's normal safeguarding procedures.

- Report concern to the designated child protection officer – Sarah Helm (Head Teacher) as soon as possible.

Remember – You have a statutory duty to report any concerns

Female Genital Mutilation (FGM)

Since October 2015 there is a **statutory duty** requiring teachers to report cases of FGM in girls under 18 to the police and children's social care

Female genital mutilation (FGM)	<p>Also known as 'female circumcision'.</p> <p>FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.</p> <p>Risk factors include:</p> <ul style="list-style-type: none">• Coming from a community that is less integrated into British society• Being withdrawn from personal, social and health education <p>Indicators of imminent risk include:</p> <ul style="list-style-type: none">• Parents stating that they or a relative will take the child out of the country for a prolonged period• A girl talking about a long holiday to a country where	<p>Staff should be alert to the signs of potential abuse, particularly during the summer holidays.</p> <p>If staff are concerned that FGM may be carried out on a child, they should activate local safeguarding procedures.</p> <p>A new statutory duty requiring teachers and healthcare professionals to report cases of FGM in girls under 18 to the police and children's social care was brought in in October 2015.</p> <p>Schools can also:</p> <ul style="list-style-type: none">• Circulate and display materials about FGM• Display relevant information (for example, details of the NSPCC's Helpline and appropriate black and minority ethnic women's groups)• Ensure that a private telephone is made available should students need to seek advice
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	<p>FGM is prevalent</p> <ul style="list-style-type: none"> • Parents seeking to withdraw their children from learning about FGM 	<p>discreetly</p> <ul style="list-style-type: none"> • Inform colleagues/raise awareness of the issues around FGM – as well as including appropriate training in continuing professional development • Introduce FGM into the school curriculum in relevant classes, such as personal, social, health and economic education (PSHE), citizenship, religious knowledge, drama and history
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Old Church Nursery School and Pre-school

Child Protection File

Chronology

Name of child

Date of birth

Pupil Premium	SEN	Other

Key contacts

Date of referral/concern

Comments

Date	Event/Action/Comments

[illegible]

Old Church Nursery School and Pre-school

Child Protection Concern Front Sheet

Name of child:

Date of birth:

Class/Year:

Pupil Premium	SEN	Other

Concern raised by/Reported to:	Referral to CP line/HSS/Other

Date	Event/Action/Comments

Old Church Nursery & Pre-school Child Protection Record of Concern Form

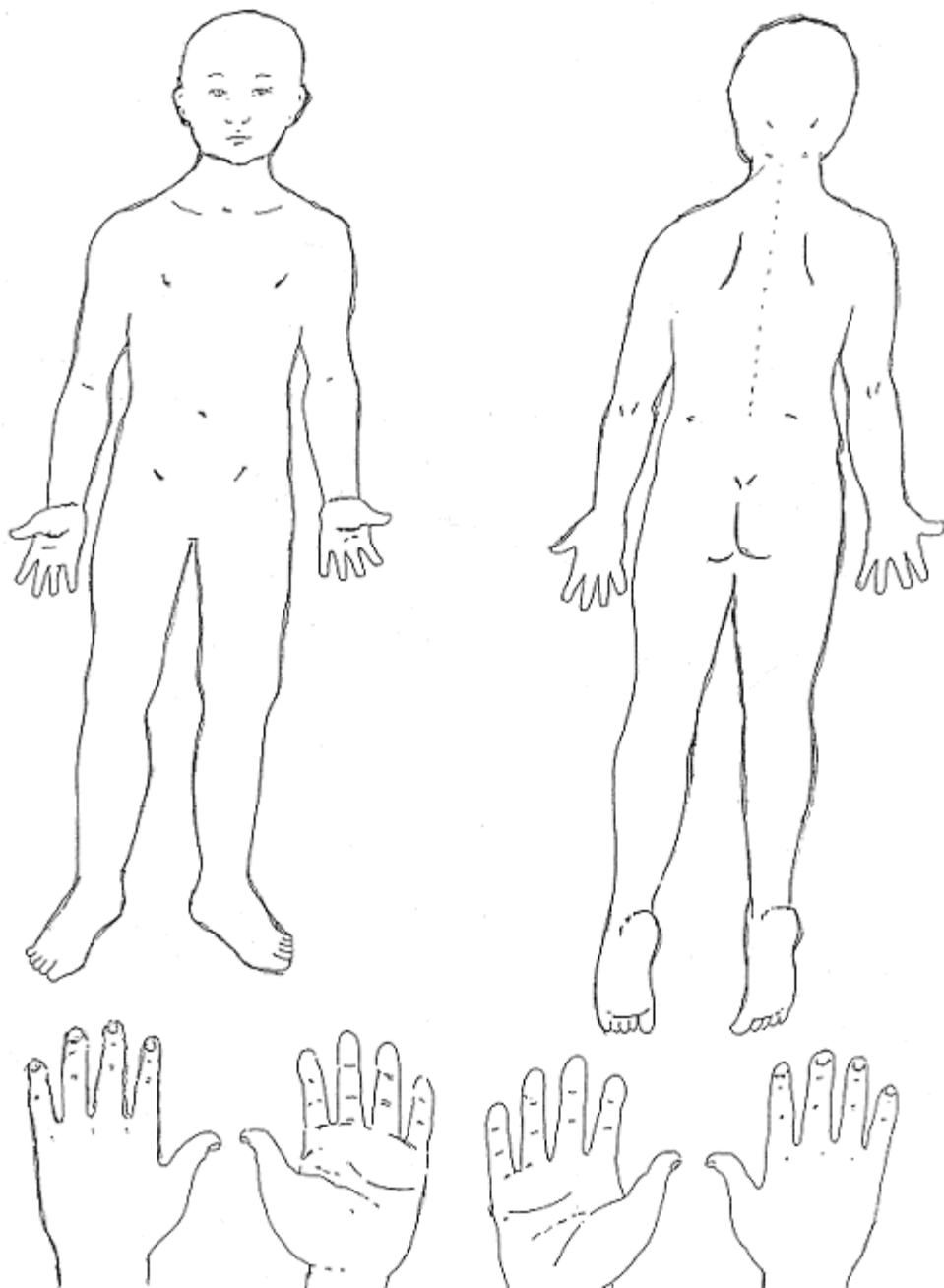
Child's Details

<p>Child's full name and address</p> <p>Telephone</p> <p>Date of Birth</p> <p>Gender: Male Female</p>	<p>Details of those with Parental Responsibility</p> <p>Name(s)</p> <p>Address</p> <p>Telephone</p> <p>Details of any siblings</p>
<p>Is the child looked after by the local authority or are there any other legal family arrangements? (for example a residence order)</p>	<p>Has a CAF been completed for this child</p>
<p>Date of admission</p> <p>Ethnicity</p> <p>Religion</p>	<p>Date and reason for CAF</p>
<p>Does the child have any disability or special educational need?</p> <p>Please Specify</p>	<p>Why are you concerned about this child? Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay.</p> <p>You must not ask the child leading</p>

<p>What have you been told and when? (Write here anything you have been told by the child or any other person. Be clear about who has said what)</p>	<p>Does the pupil have any visible injury, or have they told you they have been injured?</p> <p>If YES Has medical advice been sought?</p>
<p>What have you heard and when? (This maybe third-party information that is relevant but as yet unsubstantiated)</p>	<p>Name of person filling in this form</p> <p>Designation</p> <p>Date</p>
<p>If an allegation has been made, give details you have about the alleged abuser</p>	<p>If you have used additional sheets to complete this record of concern please staple them to this form. If this person has a visible injury</p>

	please indicate the location on the body map and staple to the form.
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Appendix 1: Body Maps



Child's name:

Date of birth:

Date/time of skin markings/injuries observed:

Who injuries observed by:

Information recorded:

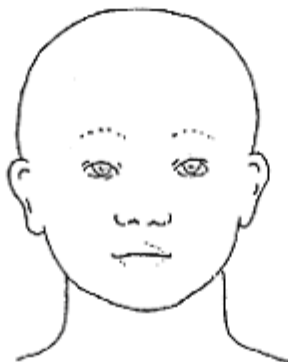
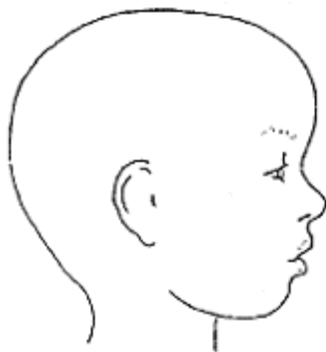
Date:

Time:

Name:

Signature:

Appendix 1: Body Maps



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Date of birth:

Date/time of skin markings/injuries observed:

Who injuries observed by:

Information recorded:

Date:

Time:

Name:

Signature: