



THE GOVERNING BODY OF
GOLBORNE & MAXILLA NURSERY SCHOOL

Safeguarding and Child Protection Policy and Procedures

Policy reviewed by Victoria Borwick & Stanislava Rendekova on 8th September 2024.

This Policy was agreed and adopted by the Governing body during the Full Governing Body Meeting of Golborne & Maxilla Nursery School on 21st November 2024.

SIGNED FOR AND ON BEHALF OF THE GOVERNING BODY:

Chair Date.....

Headteacher..... Date.....

This Policy should be reviewed annually by the Welfare Committee.

This policy is available to all parents either in hard copy or from: www.golborne.rbkc.sch.uk

Introduction

The governors and staff at Golborne and Maxilla Nursery School fully recognise their responsibility for safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting children from harm. Our role includes providing help and support to meet the needs of children as soon as problem emerge and protect children from maltreatment.

The health, safety and well-being of all our children is of paramount importance to all the adults who work in the school. Our children have the right to be safe, regardless of age, gender, race, culture or disability.

The governors and staff believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The atmosphere within the school encourages all children to make decisions for themselves. Our teaching of personal, social and emotional development helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations and how to behave in response to them.

We understand 'Safeguarding' to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we should take all appropriate action to address those concerns by working in full partnership with other agencies. We have drawn on the experience and expertise of

the school staff in shaping our safeguarding policy and will continue to provide opportunities for staff to contribute to the development of the policy.

All staff at our school believe that a range of other school policies are central to many aspects of our Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our policies for: Attendance, Behaviour management, Health & safety, Complaints policy and procedures, Guiding Principles and Equalities Policy, Whistleblowing policy, Code of conduct & Low level concerns policy.

Golborne and Maxilla Nursery school understand that its work in safeguarding and protecting children must have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures. In line with the Governments vision for all services for children and young people and the department for Education Statutory Guidance 'Keeping children Safe in Education' September 2024. Our Safeguarding and Child Protection Policy has due regard to relevant legislation. We ensure that all staff have read Part 1 of the guidance and that they understand that safeguarding and promoting the welfare of children is the responsibility of all staff at the school. We ensure that staff who have direct contact with children have also read Appendix A of the guidance.

We will ensure that our procedures for safeguarding children are compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures have been adopted by the Tri-Borough Local Safeguarding Children Board and are available at https://www.londoncp.co.uk/chapters/A_contents.html

Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping children safe in education 2024](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- Keeping children safe in education DfE 2024
- Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children July 2018
- [Human Rights Act 1998](#) The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law.
- [Equality Act 2010](#) The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

- [Public Sector Equality Duty \(PSED\)](#) The public sector equality duty (PSED) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- [UK GDPR](#) The UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Statutory framework for the early years foundation stage effective 11 October 2024
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

Key Personnel

Designated Safeguarding Lead (DSL):

Veronica Hilliard MBE (Head Teacher) veronica.hilliard@golborne.rbkc.sch.uk

Deputy Designated Safeguarding Lead:

Stanislava Rendekova (Acting Assistant Head Teacher) stanislava.rendekova@golborne.rbkc.sch.uk

(please see **procedures** section regarding senior leadership team in absence of DSL and Deputy DSL)

Nominated Child Protection & Safeguarding Governor:

Victoria Borwick- Victoria.borwick@golborne.rbkc.sch.uk

ELAINE CAMPBELL

Bi-Borough Safeguarding in Schools and Education Settings Lead
07712 236 508 / elaine.campbell@rbkc.gov.uk

Aqualma Daniel
Safer Organisations Manager & Local Authority Designated Officer (LADO) RBKC and
Westminster
Royal Borough of Kensington and Chelsea / City of Westminster
Tel : 07870481712
Email: Aqualma.Daniel@rbkc.gov.uk

Aims and objectives of the Policy

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

Procedures

The head teacher, Veronica Hilliard, is the Designated Safeguarding Lead (DSL) responsible for child protection and safeguarding. This role is specified in her job description. She liaises with the Local Authority Child Protection Team and other relevant agencies as necessary. She has received appropriate training and support in the role from RBKC and this training is updated annually. All members of staff understand her role and it is understood that it cannot be delegated. In the absence of the head teacher, staff know that they should report any concerns to the Assistant Head Teacher, Stanislava Rendekova or Clair Lewington, Senior Nursery Officer. The school also has a nominated link governor for safeguarding, currently Victoria Borwick. Veronica Hilliard is the first point of contact but in her absence, Stanislava Rendekova then Clair Lewington, should be informed. If all these staff are not available then another member of the senior leadership team should be informed. Vanessa Finn, Senior Admin Officer maintains and updates the Single Central Record (SCR)

The link governor is responsible for overseeing safeguarding matters and reports to the full governing body as required. In the absence of the named governor, the Chair of Governors takes responsibility.

The designated person reports to the named governor on a termly basis, preserving confidentiality but keeping governors informed of matters relating to safeguarding such as:

- The number of children in the school who are the subject of a child protection or child in need plan as well as any looked after children, previous look after or adopted

- Monitoring attendance
- Policies, procedures and staff training in relation to safeguarding and child protection
- The written confirmation from alternative education providers that they have completed relevant vetting checks
- The Single Central Record (SCR) of recruitment and vetting checks
 - Only accept copies of curriculum vitae (CV) alongside an application form (a CV on its own won't provide adequate information)
 - Carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online
 - Not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference
- The complete induction/ risk assessments for volunteers and students

The named governor or Chair of Governors will also make spot checks of the SCR and check the understanding of staff regarding child protection policies and procedures.

The designated person works closely with external agencies when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner; the interest of the child is of paramount importance.

We ensure that:

- The policies and procedures, adopted by the governing bodies (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff
- The governing body facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- All members of staff understand their own role and that of others in providing a caring and safe environment and how they should respond to any concerns about an individual child
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures
- The designated person has received training in safeguarding and undergoes annual refresher training
- All staff receive annual training from the Designated Safeguarding Lead Veronica Hilliard with updates as necessary
- All staff are aware of and comply with the school's procedures for managing children who are missing education
- All staff are aware of and comply with the staff code of conduct policy
- All school governors have an Enhanced DBS check and have had a section 128 check
- School governors should ensure that children are taught about safeguarding, including vulnerable children, victims of abuse and SEND children.
- Our procedures are regularly reviewed and updated

- Matters relating to safeguarding and child protection are kept confidential and are only shared on a need to know basis.
- All staff should be alert to the need for early help for a child who is frequently missing/goes missing from education, home or care, has experienced multiple suspensions and is at risk being permanently excluded from school, colleges, alternative provision and pupil referral unit. And has a parent or carer in custody or is affected by parental offending.

Children with Special Educational Needs

Governors recognise that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding. Those children may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Teacher will work with the SENDCO to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

There is a concern that on occasions, for children with SEN and disabilities, their SEN or disability needs are seen first and the potential for abuse second. If children are behaving in particular ways or looking distressed or their behaviour or demeanour is different from in the past, it needs to be borne in mind that this may be indicative of a sign of the potential for abuse and to not simply see it as part of their disability or their special educational needs.

Safe Caring

The school will observe the following procedures:

- The amount of time a member of staff is left alone with a child will be kept to a minimum. The door of the room should be kept open and another member of staff should be informed of the situation. This includes staff providing intimate personal care to the children (e.g. changing nappies). Any necessary oversight of the provision of intimate care is provided in a way that is sensitive and supportive of a child's emotional needs.
- Staff teach and encourage children to be independent in their self-care so that the necessity of providing intimate care for them is minimised.
- Parents are asked to not accompany their child into the toilets in the Purple room as the view of staff members in the room is obscured. In the Green room and Pink room, parents are permitted to accompany their children providing there are no other children in the toilet, as the windows ensure that staff members can see other adults in the bathroom.
- If a child makes inappropriate physical contact with a member of staff, student or volunteer this must be recorded on an incident form.
- Staff must be aware of how and where they touch children. Unnecessary or inappropriate contact will be avoided at all times.
- Any allegations or concerns raised by a member of staff will be recorded, including any actions taken, on CPOMS. The system will record staff details.

Relationship and Health education

New government guidelines for relationship and health education have become mandatory from September 2020. These guidelines have been implemented in the PSHE curriculum,

Safe use of ICT (e-safety)

- Staff are not permitted to use their mobile phones or personal cameras whilst working with children. Staff mobile phones and other electronic devices should be stored in staff lockers during their contact time with the children, and may only be used in the staff room during breaks or non-contact time. During educational visits, staff mobile phones may be used for specific duties and emergencies during the time of the visit. They should not be used to take photographs.
- Parents are also asked not to use mobile phones or cameras in any area of the nursery. Staff should seek the assistance of the head teacher or a senior member of staff if parents are reluctant to comply with this request.
- Parents can specify to the school that they would prefer their children not to be included in school photographs, and this is noted on the school records.
- Staff may only use school cameras to take photographs of children, to record children's progress and achievements, celebrations and events, to be used for observations in children's profiles, on displays, and with permission in the school newsletter or on the website. Photographs must be stored appropriately, in the shared Multimedia drive.
- We follow advice and guidance from the Local Authority with regards to ensuring that computers with internet access in the classroom, which children may access, have suitable filtering to ensure children are not exposed to inappropriate content. Further advice and guidance is available at <https://www.lgfl.net/online-safety/default.aspx> (the online safety portal for London Grid for Learning)
- Staff must be alert and aware that whichever search engine is used, the risk of inappropriate search results cannot be completely eliminated. If planning to use particular websites, for example "youtube" to show music videos or stories, staff should check content before displaying to the children.
- Children's usage of smart-boards and PCs that have internet access should be closely supervised and monitored by staff, to ensure that children do not unwittingly access inappropriate content.
- During sessions using ICT such as smart-boards, staff should teach children that they need an adult present when accessing the internet, for example explaining that children may see something on the internet that scares them.

Restraining and Intervention

There may be very rare occasions when adults in the school use physical intervention to restrain a child. The adult involved in any such incident must report this to the head teacher immediately, and record it on CPOMS. The governing body will be informed of any such incidents. Further guidance is available at <https://www.golborne.rbkc.sch.uk/behaviour-policy/>

- If a child needs to be restrained the following guidelines must be followed. If at all possible a child should only be restrained by a member of staff in the presence of other adults. Staff should call for help immediately if they find themselves in this situation.

- If possible, others should be moved away and the area made safe so that the child can come to terms with their feelings within a calm space.
- The restraining should be used for the minimum amount of time and staff should be aware that physical intervention is used to avoid them harming themselves or others.
- When the child has regained their self-control, it is important that the staff member explains to the child the reasons why they were restrained.
- The restraint of a child must always be recorded on CPOMS and the parent/carer informed when they collect their child.
- Restraint must never be used as a form of punishment.
- Staff must be clear what is acceptable when a child has to be restrained and how to keep them safe. If it is necessary to lower the child to the floor, the child should never be placed so they are lying face down.
- Physical restraint may only be used as a last resort and must be the minimal force necessary to prevent injury to another person.
- Where a child is known to need occasional restraint a consistent handling programme will be discussed with their parents/carers and relevant professionals and incorporated into their Individual Education Plan (IEP)
- Physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

Dealing with Cases of Suspected Abuse, neglect and exploitation

The definition of 'abuse' has been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

- Where actual or suspected abuse or an incident of concern is brought to the attention of the staff they must immediately report it to the Designated Safeguarding Lead and log the incident in CPOMS
- Staff are supported and encouraged to trust their professional instincts; if they suspect that there is cause for concern they should report it.
- The Designated Safeguarding Lead will discuss and review the information received, seeking advice from the Local Authority Child Protection Team as necessary. If appropriate, further information or explanation will be sought from the child's parents/carers, with careful consideration being given to how this approach will be made. Staff must maintain a neutral, non-confrontational approach during any discussion with parents and call on a senior member of staff for support if necessary.
- Full written records of all reported incidents will be maintained on CPOMS. Information recorded will include full details of any alleged incident; details of all the parties involved; relevant dates; times and locations and supporting information or evidence from members of staff. The staff will ensure that facts are recorded, as soon as practically able. (within 24hours).
- Staff will ensure that any allegations are dealt with sensitively and confidentially. Information will be shared strictly on a need to know basis.

- Any children involved in the alleged abuse will be comforted and reassured.

In circumstances where a child discloses abuse or describes a situation giving rise to concern, the member of staff should:

- Listen carefully to what the child has to say (even if the adult suspects the child's disclosure is implausible, fanciful or malicious)
- Reassure the child that he is being taken seriously and he will be supported and kept safe. He shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report
- 'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. You should be prepared to use any term the child feels most comfortable with when managing an incident
- Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but we should use what's appropriate and which terms to use on a case-by-case basis
- Refrain from asking any leading questions or making judgemental comments
- Make no promises that cannot be kept, e.g. promising not to tell anybody what they are being told
- Ensure the child is safe, comfortable and not left alone. Reassure them that they are right to tell
- Write down what was said as accurately as possible and report it immediately.
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Be vigilant as multiple safeguarding issues will overlap with one another
- Be aware of the risk factors that increase the likelihood of involvement in serious violence

In circumstances where a parent or carer confides in a member of staff that their own feelings or domestic situation may have, or has, given rise to a child suffering abuse or neglect, the member of staff will:

- Listen carefully to what the parent has to say
- Refrain from asking leading questions or making judgemental comments
- Make no promises that cannot be kept, e.g. promising not to tell anybody what they are being told
- Offer support to the parent, reassure them that they are right to tell
- Write down what was said as accurately as possible and report it immediately.

Referring Cases of Suspected Abuse

If the Designated Safeguarding Lead has reasonable grounds to believe that a child has been abused or is in danger of suffering significant harm the following procedure will be activated:

- The Local Authority Child Protection Team will be contacted for advice. A log of any phone calls made will be kept, including times and the name of the person spoken to.
- Where concerns remain, a referral will be made and documented, with any supporting material attached.

- The parent should be informed of the referral, but only if it is clear that this will not place the child in more harm. In the case of sexual abuse the parents must not be told under any circumstances.
- Out of office hours, where a child is at immediate risk of harm, a referral can be made via the Emergency Duty Social Team on 020 7373 2227
- Following a referral, staff will attend and participate in case conferences and meetings as required

Information Sharing with Other Agencies

All requests for information on matters relating to safeguarding must be passed to the designated person responsible for safeguarding, i.e. the head teacher or in her absence the senior teacher or senior nursery officer on duty.

If the caller is unknown to the school then their credentials will be checked.

The designated person will ascertain whether the enquiry is related to a safeguarding investigation under Section 47 of the Children Act. If not, the designated person will check whether the parents' permission to share information has been obtained and will advise parents of any contact made.

Records of any child protection concerns will be kept confidential and stored on CPOMS. Electronic records are kept in a secure area which only designated staff have access to. Where information is exchanged electronically, this is only done through the secure local authority network. Parents must be made aware that records are kept and may view reports submitted or forwarded by the school, unless it is deemed that this could pose a risk of significant harm to a child.

When a child about whom there have been child protection concerns leaves the school, the designated person will contact the designated person for safeguarding at the receiving school regarding the transfer of information.

If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1: illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Early Assessment Help: If early help is appropriate, the DSL will liaise with other agencies and setting up an inter-agency assessment as appropriate.

Any abuse involving children with SEND will require close liaison with the DSL (or deputy) and the SENCO

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Working with parents and carers

The school recognise the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils. We therefore:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on to other agencies where necessary.
- provide opportunities for parents and carers to discuss any problems with staff;
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support

Prevention of radicalisation

The school's safeguarding duty includes the duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs in order to counter extremist narratives. We aim to give our children a start in life which will ensure that as they grow up they will not be vulnerable to attempts to draw them into extremist ideologies. The fundamental British values are reflected in our Golden Rules for children, and supported by the Early Years Foundation Stage framework, through our focus on Personal, Social and Emotional Development (see Equalities Policy).

We recognise and act upon our duty to have due regard to the need to prevent people from being drawn into terrorism, this is known as the Prevent Duty. Extremism is defined by the Government as "vocal or active opposition to fundamental British values", including "calls for the death of members of our armed forces". Current guidance can be found at:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

We fulfil our duty in five main ways: risk assessment; working in partnership, staff training, e-safety and education. We maintain our awareness of the potential risks associated with our local area, and we also assess the potential of individual children being at risk due to family members holding extremist views. We respond accordingly to these risks by ensuring that all staff have access to WRAP (Workshop to Raise Awareness of Prevent) training so that they have an understanding of how and why people become radicalised, knowledge of how to identify children at risk and how to respond to such situations, and the confidence to challenge extremist ideas. We ensure that our children are safe from terrorist and extremist material by establishing appropriate levels of filtering on internet use within the school and classrooms, as advised by the Local Authority. We recognise that children attending the school may be at risk of harm, or be identified as a child in need, where their parents or other family members hold extremist views. We aim to protect our children, reducing their vulnerability to radicalisation, by reinforcing the fundamental British values as part of a broad and balanced curriculum.

Our key contact for any questions or concerns relating to radicalisation is Simone Torry (Prevent Education Officer), who can be reached at simone.torry@lbhf.gov.uk. Staff and Governors can also raise concerns about extremism by calling the DfE dedicated helpline on 0207 340 7264.

Although there is no single way to identify an individual who is likely to be susceptible to a terrorist ideology, staff should be alert to changes in children's behaviour, as with other safeguarding risks, which could indicate they are in need of help or protection. Risk factors could include:

- Vulnerability (i.e. family tensions; sense of isolation; low self-esteem; disassociating from existing friendship group; migration; events affecting country or region of origin; family experience of imprisonment or involvement with criminal groups)
- Access to extremism / extremist influences (i.e. evidence of extremist ideological, political or religious influence from within or outside UK, possibly expressed through language or drawings reminiscent of terrorism or violent imagery; shift in behaviour or outward appearance that suggests a new influence; vocal support of terrorist attacks; has the child been a witness to a religious or racial hate crime?)
- Travel (i.e. a pattern of regular or extended travel with evidence to suggest this is related to extremist activity, either within UK or to international locations known to be associated with extremism)
- Social factors (i.e. experience of poverty, disadvantage or discrimination; social isolation; insecure, conflicted or absent family relationships; trauma experienced, particularly if associated with war or conflict; evidence that a significant adult in the child's life has extremist views or sympathies)

If a child makes a disclosure that may indicate a risk of radicalisation, or any staff member has a concern related to the radicalisation of a child or family, the staff member must immediately report it to the Designated Safeguarding Lead (DSL).

The DSL will record the concern in CPOMS, following procedures as they would for any safeguarding concern, and will consult with a member of the Prevent Team, to determine whether a referral to the voluntary Channel Programme is appropriate. Channel is an early intervention multi-agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time. The key contacts in this instance are Simone Torry, Head of Improvement, and Integration & Prevent: simone.torry@lbhf.gov.uk. Local police can also give access to support and advice.

If the Designated Safeguarding Lead has reasonable grounds to believe that a child has been abused or is in danger of suffering significant harm, including removal to conflict zones, the procedure for Referring Cases of Suspected Abuse will be followed, in addition to contacting the Prevent Team.

Working in partnership with other agencies, as appropriate, the focus of the school will be to reduce the risk of radicalisation within our community by:

- Supporting families in difficult circumstances who might be vulnerable to radicalisation
- Promoting a sense of cohesion and belonging within the school by welcoming all members of the community
- Celebrating the cultural and religious diversity of our community and promoting understanding and respect for all its members.
- Promoting the principles of fairness and justice for all
- Giving children and families the confidence and opportunity to explore new activities,

engage in learning and challenge themselves.

Absences

If a child is absent without explanation the child's family will be called to find out the reason for the absence.

Regular absence from the school may indicate that the family is having some sort of difficulty. The head teacher will try to find out the cause and will offer support where necessary by linking the family with appropriate statutory agencies. The staff will always try and find out the reason for any prolonged unexplained absences.

The head teacher will keep social services informed of any absences relating to pupils who are the subject of a child protection plan.

FGM

Female Genital Mutilation is a criminal offence and child abuse. Teachers and health and social care professionals are required to report cases or if they suspect that a child is at risk. If staff have concerns they should raise these with the Designated Lead/ Head Teacher who will take this up with the LA and Department of Health.

Children Missing from School

Whilst the overwhelming majority of children in the school/s are not of statutory school age, a child going missing from education is a potential indicator of abuse or neglect and such children may be at risk of being victims of harm, exploitation or radicalisation. If a child who has accepted a place in the nursery subsequently does not arrive as expected or if a child ceases to attend and their destination school or family circumstances are unknown, the school will pass on any appropriate information to the local authority.

Children and the court system

The updated guidance now directs schools to the guides that support children in the Court system: <https://www.legislation.gov.uk/ukpga/2007/15/contents>

Uncollected Children

The school ensures that each child is collected by a responsible adult who is named on their registration form. Siblings or younger family members must be a minimum of 14 years old for children over the age of 3yrs and a minimum of 16 years old for children under the age of 3yrs, before they can be authorised to collect a child.

Children will not be released into the care of anyone not named on their registration form unless this has been authorised and verified with their parent/carer.

If any children are not collected at the end of the session, the following procedure will be followed:

- The person in charge should contact the parent/carer, or other designated adult, using the emergency details on the child's form. The person in charge should leave messages on any answer phones asking the person to get in contact with the school immediately, leaving the school's telephone number.

- Support and reassurance will be given to any child waiting to be collected.
- If contact with a designated adult has not been achieved within one hour, the emergency duty social worker should be contacted on 020 7373 2227.

A child left uncollected at the school remains in the charge of the most senior person on site. That responsibility can only be discharged by passing the child into the care of another appropriate adult or into the care of the local social services. An appropriate adult is someone with parental responsibility for the child, someone who has been authorised by the parent to collect the child or a member of the senior management team.

The statutory responsibility for the child at risk rests with the borough Family and Children's Services Department. The response of the Department in an emergency will vary, depending on the details of each case. If it is not possible to secure practical assistance within a reasonable period, the police should be contacted. The police should be able to offer support, but not take charge of the child. If the school building ceases to be available, the parent/carer and social services should be made aware that the child and a member of staff will be waiting at the local police station. One member of staff must stay with the child until an authorised adult arrives at the police station to collect him/her.

A note should be left on the door of the school building informing the parent that the child has been taken to a child protection agency or the police station.

Under no circumstances must a member of staff take a child to their own home or leave the site with a child (unless the child is being taken to the police station).

Incidents of late collection will be recorded in the Late Collection Book.

Supporting Children

We recognise that a child who is abused or who witnesses violence may find it difficult to develop and maintain a secure sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated and may blame themselves.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggression or withdrawal. Aggressive incidents are recorded on an incident form by the head teacher and shared with the parent of the child concerned. Any pattern of behaviour causing concern is discussed and addressed.

Children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)

We understand that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We strive to support all children by:

- Maintaining an ethos where children feel secure, are encouraged to talk and are always listened to
- Encouraging self-esteem and self-assertiveness, whilst not permitting 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
- Providing continuing support to a pupil about whom there have been concerns by ensuring that when they leave, appropriate information is forwarded under confidential cover to the pupil's new school.

Staff understand that it is of paramount importance to have an 'aware culture' and one of approachability and listening to children. Staff are also aware that additional barriers can exist in identifying neglect and harm to some groups of children, for example those who have special educational needs. All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime.

Staff understand that children who witness domestic abuse are also victims and witnessing domestic abuse can have a lasting impact on children. Children can be victims, and perpetrators, in their own relationships too. The abuse can be physical, sexual, financial, psychological or emotional. Harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children .

There are three main thresholds:

1. Children in need (section 17 of 1989 Children's Act). This is a high threshold.
2. Children at risk of significant harm. The local authority has a duty to make enquiries to decide whether action needs to be taken to safeguard or promote the child's welfare, e.g. by providing additional services.
3. Children showing some signs of unmet need. At Golborne and Maxilla school staff are vigilant concerning emerging areas of vulnerability, for example poor nutrition (over- or underweight), or a child witnessing domestic violence. Concerns may be raised over what parents/carers fail to do, as well as what they actually do. The Safeguarding leads will make a referral when necessary

Dealing with Allegations against Staff

If a concern or allegation is raised by a parent, the head teacher will meet with the parent immediately, recording full details of the conversation. The head teacher will advise the parent that an investigation will be carried out immediately and the parent kept informed of the actions taken. Parents will be asked to keep matters confidential whilst the investigation is conducted, bearing in mind that a breach in confidentiality might jeopardise the investigation and have legal implications for those involved.

The head teacher will carry out an immediate risk assessment in relation to the staff member who is the subject of the allegation and the children involved, and put in place any protective measures that might be appropriate.

The head teacher will then immediately consult with the LADO (Local Authority Designated Officer) for Safeguarding.

The same process will apply if the allegation is made by a child, a colleague or another member of staff. Any child making a disclosure will be fully supported as outlined in the section above, 'Dealing with cases of suspected abuse'. Their parents will be informed of the matter following consultation with the Local Authority Child Protection Team.

On being informed of an allegation against staff, LADO will convene an immediate strategy meeting involving a small group of key professionals. A decision will be made by the head teacher, in consultation with the LADO and governors, as to whether the member of staff should be a) suspended or b) continue working while the investigation is being carried out.

The parent, and as appropriate the child, will be interviewed. The member of staff concerned will then be informed of the nature of the allegation and given the opportunity to respond.

The borough's disciplinary policy will apply to any member of staff, student or volunteer under investigation for alleged abuse.

In the event that an allegation is made about the head teacher, the senior teacher on site will act as the designated person and will immediately contact the LADO the named governor for safeguarding and the Chair of Governors.

If a child protection allegation about the head teacher is made to a member of the governing body, that governor should contact the named governor and/or the Chair of Governors, who will immediately consult with the LADO.

Ofsted will be informed of any allegations of abuse against a member of staff, student or volunteer, or any abuse allegations that have taken place on the premises or during visits or outings.

Guidelines for all staff on recognising and responding to child abuse and keeping themselves safe from allegations of abuse are attached to this policy, together with the contact details of the Local Authority Child Protection advisers.

Staff should follow whistle blowing procedures if they are worried about poor or unsafe practise within the senior leadership team. Staff can also contact the NSPCC whistle-blowing helpline if they are

- Unable to talk to the HT or chair of governors
- Feel that they are genuine concerns are not being addresses.

Appendices to Safeguarding and Child Protection Policy

Appendix 1:

Forms of Abuse

All staff should be aware of, and vigilant concerning evidence of, different forms of child abuse. Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or

increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children. The school teaches children about consent and the risks of sexual exploitation and criminal exploitation in the PSED and UTW curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

All staff are made aware of the indicators of sexual and criminal exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care via the MASH as with any other child protection concern and with particular reference to WSCB Child Sexual Exploitation procedures. Parents will be consulted and notified as appropriate.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Female Genital Mutilation (FGM) is a form of child abuse. FGM is a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. It is sometimes referred to as female circumcision, or female genital cutting. The practice is medically unnecessary, is extremely painful and has serious health consequences, both at the time

when the mutilation is carried out, and in later life. There are four major types: clitoridectomy; excision; infibulation; and all other harmful procedures to the female genitalia for non-medical purposes. All these are covered within the mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The FGM duty came into force on 31 October 2015. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/525405/FGM_mandatory_reporting_map_A.pdf

Extremism/The Prevent Strategy has five key strands aimed at addressing these causal factors and in support of the overall aim of stopping people becoming or supporting terrorists or violent extremists:

- Challenging the violent extremist ideology and supporting mainstream voices;
- Disrupting those who promote violent extremism and supporting the institutions where they are active;
- Supporting individuals who are being targeted and recruited to the cause of violent extremism;
- Increasing the resilience of communities to violent extremism; and addressing the grievances that ideologues are exploiting.
- These are supported by two cross-cutting work streams which are key enabling functions in delivering the strategy:
- Developing understanding, analysis and information; and Strategic communications.

The Prevent strategy requires a specific response, but we must also make the most of the links with wider community work to reduce inequalities, tackle racism and other forms of extremism (eg extreme far right), build cohesion and empower communities. For example, reducing inequalities undermines the narrative pushed by Al-Qaida and by promoters of violent extremism, which relies on encouraging a sense of victimhood. Likewise, it is recognised that the arguments of violent extremists, which rely on creating a 'them' and an 'us', are less likely to find traction in cohesive communities.

If you have concerns about extremism - If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to the Local Authority Children's Social Care directly if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel \(https://www.gov.uk/government/publications/channel-guidance\)](https://www.gov.uk/government/publications/channel-guidance), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority Children's Social Care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger

- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Child on child abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse, according to paragraph 46 of the statutory guidance Keeping Children Safe in Education, published by the Department of Education (DfE). Peer on peer abuse occurs when a young person is harmed in some other way by children of a similar age. This is more likely to include, but not limited to, bullying (including cyber-bullying) gender-based, violence/sexual assaults and sexting. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

All staff should understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. It is important to remember that child on child abuse is often harmful to both victim and perpetrator. While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting,¹⁴ which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All incidences of bullying should be reported and will be managed through our behaviour procedures.

Incidents of child on child abuse will be dealt with on a case by case basis, always adhering to our Behaviour Management and Child Protection & Safeguarding policies.

Wider Context- As a staff team we are aware that factors within the local community may impact on a child's wellbeing and put them at risk of harm. We are aware of factors such as violent crime and county lines which may affect children's families and therefore children themselves. We would respond to concerns following our procedures for all safeguarding concerns.

Appendix 2

Safer Recruitment

The head teacher and at least one member of the governing body will be trained in safer recruitment procedures and will oversee all staff appointments, ensuring that the following safeguards are applied:

- All recruitment advertising will state the commitment of the school to safeguarding and the need for DBS disclosures as a condition of appointment. This will also be reflected in all job descriptions and person specifications.
- Comprehensive information will be sought on application forms, and this will be checked and verified.
- Only accept copies of curriculum vitae (CV) alongside an application form (a CV on its own won't provide adequate information)
- Carry out an online search on shortlisted candidates to help identify any issues that are publicly available online
- Not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference
- Shortlisted candidates will be asked to complete a self-disclosure form about any criminal convictions and bring evidence of their identity, qualifications and right to work to the interview. References will be obtained before interview wherever possible and must be taken before employment is offered.
- All candidates will have a face-to-face interview with at least two members of staff, one of which has attended Safer Recruitment Training In most cases, a member of the governing body will also sit on the selection panel. All interviews will include questions and role plays/observations that probe motives, attitudes and behaviours, as well as skills and experience.
- All candidates should be informed that online searches may be done as part of pre-recruitment checks.

Any offer of employment will be subject to the receipt of satisfactory references and a satisfactory DBS disclosure. No offer of employment will be confirmed until these have been received. A Prohibition from Teaching check will be done.

The Prohibition from Teaching check is not done as part of the Enhanced DBS check and must be completed by the school themselves. (DBS do not complete prohibition checks)

- In cases where an individual has a current (i.e. less than 3-year old) DBS disclosure and will be working in a role that does not involve unsupervised contact with children, they may be permitted to start work prior to receipt of a new DBS check. Any such decision must be agreed by the Finance & Staffing Committee of the governing body, which will take into account the references received for the individual as well as the nature of the role. All staff

will be alerted to the fact that any such individual must not have unsupervised contact with children and should report to the head teacher immediately if any attempt to gain such contact is made.

- Where an applicant has a criminal record for offences that do not automatically ban him or her from working with children, the Finance & Staffing Committee will carefully consider the nature, seriousness and relevance of the offence, taking advice from the borough's personnel and safeguarding teams as necessary and considering other evidence such as references and any self-disclosure made by the individual before deciding whether an appointment can be made. Further information about filtering offences can be found in the DBS filtering guide <https://www.gov.uk/government/publications/dbs-filtering-guidance>

The head teacher, staff and governors seek to maintain an ongoing culture of vigilance within the school to deter and prevent abuse. This includes avoiding over-reliance on the receipt of satisfactory vetting checks. Staff are aware that parents/carers, service users and regular visitors to the school are likely to be regarded as trustworthy by both children and adults, and that safeguarding awareness should therefore extend to all adults on the premises.

Where agency staff are used, the employment agency is required to send written confirmation that it has carried out all the appropriate checks and that these are satisfactory.

The same applies to contractors' staff (e.g. catering staff) who work regularly at the school when children are present. The Admin Officer will check that the person who presents themselves is the same as the person checked by the agency. Contractors or service personnel who carry out tasks at the school on an occasional basis when children are present are required to wear a visitor's badge at all times and are either accompanied through any area where children are accommodated or work within a pre-arranged, cordoned-off area to which children do not have access.

Individuals and staff who are contracted to deliver services or activities at the school, either by the school or by the borough's Early Years' Service, are similarly required to be appropriately vetted.

Volunteers who help out on one-off occasions such as school trips, special events or open days, or in an occasional capacity where children are not present or are accompanied by their parents/carers are not required to be security vetted. However, volunteers or students who work regularly on the premises when children are present are subject to similar safeguards as would be used to recruit a paid member of staff. Volunteers and students are always supervised when working with children and do not have unsupervised contact with them

Other adults who may be in the school on an occasional basis, particularly those whose principal area of work does not involve contact with children or vulnerable adults – for example Job Centre advisers, occasional tutors/trainers, colleagues attending meetings or professionals/community members contributing to special events or activities – are not required to produce evidence of DBS clearance. Staff are aware of this and ensure that adults who have not been vetted do not have any unsupervised access to children. Parents attending activities are also reminded that they remain responsible for any children in their care.

Disqualification by Association

We will ensure that the Department of Education guidance dated 28 February 2015 on the implementation of the Childcare (Disqualification) Regulations 2009 relating to disqualification by association is followed. The Regulations state that those living or employed in the same household as another person who is disqualified from childcare are also disqualified. We will ensure that staff are aware of the legislation and gather information about whether any member of staff employed in a role that is covered by it is disqualified by association. We will gather information in a way that minimises intrusion into the private lives of centre staff and take care not to breach the Data Protection Act 1998, the Rehabilitation of Offenders Act 1974 and the Human Rights Act 1998.

We will record the date on which disqualification checks were completed and keep this information as part of the Single Central Record.

If a member of staff is discovered to be disqualified from working with children because they are living in a household which includes a disqualified person or because they meet one of the other criteria listed in the 2009 Regulations, we will tell them they can apply to OFSTED for a waiver of disqualification. In deciding how to proceed the Centre will consult the Tri-Borough Local Authority Designated Officer (LADO).

Staff Support and Training

The school are committed to ensuring that it meets its responsibilities in respect of safeguarding and child protection by giving its staff training and support.

We recognise that staff working within the school who is are involved with a child who has suffered harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the head teacher or other appropriate person, and to seek further support as needed.

Appendix 3.

Additions to policy following publication of KCSIE 2024, the DFE has published 'Teaching Online Safety in Schools

NSPCC new helpline: help@nspcc.org.uk. Phone no: 0800 028 0285 from 8.00am to 8.00pm

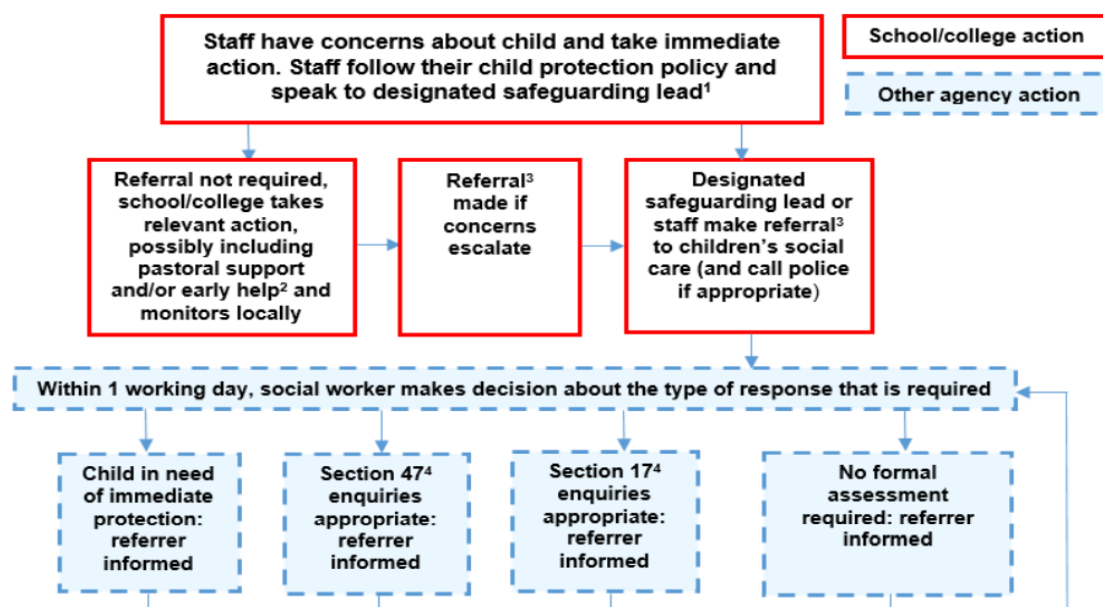
Appendix 4

Our governors:

Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding

Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty (PSED) and the UK GDPR

Actions where there are concerns about a child



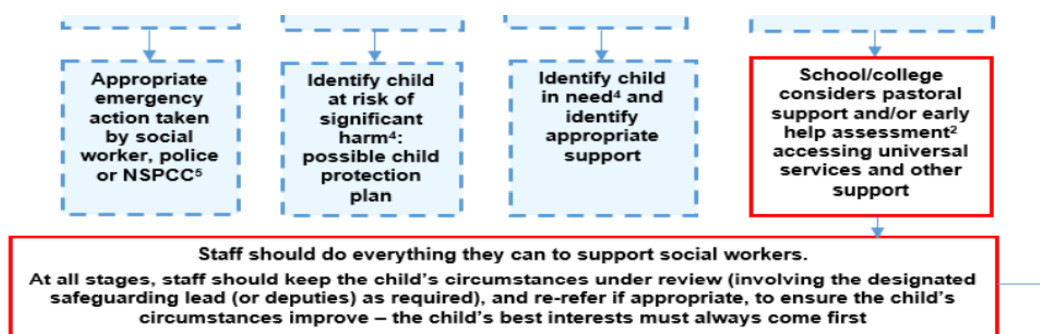


Figure 1

Responding to an Initial Concern ALL STAFF



All information is shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss allegations with the child, family members or colleagues

Responding to an Initial Concern Designated Safeguard Lead

