

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.



Safeguarding & Child Protection Policy for Educational Settings & Providers of Education Services for Children & Young People (Including No Platform Policy)

Policy statement

Safeguarding and promoting the welfare of children is defined as 'Protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, taking action to enable all children to have the best outcomes and that children includes everyone under the age of 18 and those who have a disability and on an Education, Health and Care plan up to the age of 25.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

Introduction

Hollyfield Preschool Nursery is committed to safeguarding and promoting the welfare of all its children. We believe that:

- Our children have the right to be protected from harm, abuse and neglect
- Our children have the right to experience their optimum mental and physical health
- That every child has the right to an education and children need to be safe and to feel safe in nursery
- Children need support that matches their individual needs, including those who may have experienced abuse

- Our children have the right to express their views, feelings and wishes and voice their own values and beliefs
- Our children should be encouraged to respect each other's values and support each other
- Our children have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Hollyfield Preschool Nursery will ensure clear systems and processes are in place to enable identification of these needs, including consideration of when mental health needs may become a safeguarding need.
- Hollyfield Preschool Nursery will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobia, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours

All staff and visitors have an important role to play in safeguarding children and protecting them from abuse and considering when mental health may become a safeguarding issue.

Overall aims

This policy will contribute to the protection and safeguarding of our children and promote their welfare by:

- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in the nursery, built on mutual respect and shared values
- Introducing appropriate work within the curriculum
- Encouraging children and parents to participate
- Alerting staff to the signs and indicators that all may not be well
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities their children face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks children face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting online safety for children, including in the home.

This means that at Hollyfield Preschool Nursery we will:

1. Identify and protect all children especially those identified as vulnerable children
2. Identify individual needs as early as possible
3. Design plans to address those needs
4. Work in partnership with children, parents/carers and other agencies.

5. Complete our annual 'Safeguarding and Child Protection Audit and Action Plan' and refer to 'Signs of successful safeguarding arrangements' to ensure our setting has everything necessary in place to protect children and staff have the necessary knowledge for safeguarding all who use our setting.

Our policy extends to any establishment Hollyfield Preschool Nursery commissions to deliver education to our children on our behalf including alternative provision settings. The manager will ensure that any commissioned agency will reflect the values, philosophy and standards of Hollyfield Preschool Nursery. Confirmation should be sought from the nursery that appropriate risk assessments are completed, and ongoing monitoring is undertaken.

Guiding Principles

These are the seven guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right Time)

- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Be open, honest and transparent with families in our approach.
- Empower families by working with them.
- Work in a way that builds on the families' strengths.
- Build resilience in families to overcome difficulties.

This means that at Hollyfield Preschool Nursery all staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership Right Help Right Time, and procedures for Early Help. All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.

Expectations

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)
- Record concerns and share the record with the DSL team

- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible
- Be involved, where appropriate, in the implementation of individual nursery-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans.

This means that at Hollyfield Preschool Nursery all our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the management team. In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff. Our management team will be subjected to an enhanced DBS check and 'Section 128' check. We will follow Safer Recruitment processes and checks for all staff.

The Designated Safeguarding Lead (DSL)

- The DSL team are all members of the senior management team. Whilst the activities of the DSL's can be shared appropriately amongst the senior management team, the ultimate lead responsibility for safeguarding and child protection remains with the manager. This responsibility should not be delegated.
- DSLs should help promote educational outcomes by working closely with their staff about their welfare, safeguarding and child protection concerns.
- The manager should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL(s) to allow them to undertake their duties.
- Safeguarding and child protection information will be dealt with in a confidential manner.
- Hollyfield Preschool Nursery will be clear as to who has parental responsibility for children on our roll, and report all identified private fostering arrangements to the Local Authority.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the nursery will not keep family files.
- Files will be kept for at least the period during which the pupil is attending the nursery, and beyond that in line with current data legislation and guidance.
- If a pupil moves from Hollyfield Preschool Nursery, child protection and safeguarding records will be forwarded on to the DSL at the new setting, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two settings may be necessary, especially on transfer from nursery to Primary School.
- All in year applications and transfers will also be reported to the Local Authority.

This means the DSL team in Hollyfield Preschool Nursery will be: Lead: Lydia Enefer and Lindsay Beech, Donna Morgan and Natalie Page

Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when. All our files are handwritten and stored as a paper file in a secure location in the office. We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm. We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child arrives.

Contextual Safeguarding

KCSiE 2020 writes about the importance of the context in which nursery safeguarding must be considered, including behaviours that are associated with factors outside the nursery which can occur between children outside of these environments i.e., where children are at risk of abuse and exploitation outside of their families.

At Hollyfield Preschool Nursery our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the nursery safeguarding system and the wider system in which the child operates.

This will be evidenced in:

1. Informal and formal assessments of need/ risk for the child
2. Case discussions in DSL supervision sessions.

Mental Health

KCSiE 2020 also writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education.

At Hollyfield Preschool Nursery this means that:

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern.

The Designated Person for Looked After and Previously Looked After Children

The management team must appoint a designated person and should work with local authorities to promote the educational achievement of registered children who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated person will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. We do not offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children where their carer stays with the child

At Hollyfield Preschool Nursery the Designated Person is: Name: Lydia Enefer. (If for any reason Lydia Enefer is absent from work for a period of time this responsibility will fall to either Deputy Lindsay Beech or Donna Morgan).

Our Designated Person will:

1. Offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
2. Offer places for children who are two years old and are funded (who meet certain criteria set by the government) three and four-year-olds who are in care to ensure they receive their entitlement to early education.
3. Expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
4. Always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after providing suitable sessions are available.
5. Continue to offer the placement for any child who normally attends our setting is taken into care and is cared for by a local foster carer
6. Provide any child who is new to the setting with the most suitable key person for their situation
7. Work with the child's key person to provide the most appropriate support utilising the Early Years Pupil Premium to ensure they meet the needs identified in the child's next steps.
8. Work with the child's key person to promote the educational achievement of previously looked after children.

9. Our DSLs will keep the details of the Birmingham Children's Trust Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver
10. Work with any relevant outside agencies which support the child and their foster family
11. Be an integral part of any plans that may already be in place or need drawing up and then attend any reviews that are part of it. A care plan would need to consider the following points: -
 - a. the child's emotional needs and how they are to be met
 - b. how any emotional issues and problems that affect behaviour are to be managed
 - c. the child's sense of self, culture, language/s and identity – how this is to be supported
 - d. the child's need for sociability and friendship
 - e. the child's interests and abilities and possible learning journey pathway
 - f. how any additional needs will need to be supported

In addition, the care plan will also consider: -

- a. How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored
- b. What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed
- c. What written reporting is required
- d. Wherever possible and where the plan is for the child's return home, the birth parent(s) should be involved in planning
- e. With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as workshops, coffee sessions, outings, fun-days etc alongside the foster carer.

The role of the manager

Hollyfield Preschool Nursery's manager should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- The nursery operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers
- The manager and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained
- Temporary staff and volunteers are made aware of the nursery’s arrangements for safeguarding & child protection and their responsibilities
- The nursery remedies any deficiencies or weaknesses brought to its attention without delay
- The manager has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCP procedures
- The manager is responsible for liaising with the DSLs over all matters regarding safeguarding and child protection issues.

The manager for safeguarding and child protection is: Name: Lydia Enefer

The manager will receive safeguarding training relevant to the role and this will be updated every 2 years. The management team will review all policies/procedures that relate to safeguarding and child protection annually. The management team have all read KCSIE-20 and will ensure their knowledge is kept up to date as the document is updated.

Safer recruitment and selection

The manager at Hollyfield Preschool Nursery will pay full regard to ‘Safer Recruitment’ practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record. All recruitment materials will include reference to the nursery’s commitment to safeguarding and promoting the wellbeing of children. Hollyfield Preschool Nursery will pay for the DBS check to be carried out, however if the applicant does not complete his/her probationary period successfully, the full payment of the DBS check will be required to be repaid by the applicant. If the applicant leaves the setting within a year of their start date 50% of the cost of the original DBS check will be required to be repaid by the applicant.

This means that in Hollyfield Preschool Nursery: The following nursery staff have undertaken Safer Recruitment training: Lydia Enefer, Lindsay Beech, Donna Morgan, (Natalie Page if it was solely

for Kids Around the Clock or Go Wild Clubs role) and at least two of these will be involved in all staff recruitment processes and sit on the recruitment panel.

A 'safer recruitment checklist' from our local authority or suggestions from Early years Alliance will be referred to in order that all essential points have been considered.

A health declaration form is completed which must satisfy us that the candidate is suitable to care for children. Passport or full UK driving licence must be provided as a right to work in the UK and copies will be kept on individual staff files in a secure place

Induction

All staff, especially staff who have been redeployed in response to COVID-19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.

The induction period for staff and students will be a minimum of three months and mentors will regularly set up meetings to discuss progress and how the inductee is to move forward in their role.

Our staff induction process will cover:

- The Safeguarding & Child Protection policy (this policy)
- The safeguarding response to children who go missing from education (part of this policy)
- Supporting children in achieving positive behaviour
- The Parent and Visitors Code of Conduct policy
- The role of the DSL (including the identity of the DSL)
- Manual handling
- COSHH
- Inappropriate touching
- Intimate care
- Internet safety/mobile phones/social media
- KCSIE-20 part 1

Staff support

Recognising the impact of COVID-19, DSLs should be given additional time, particularly in the autumn term, to support staff and children regarding new safeguarding and welfare concerns. Regular safeguarding supervision will be offered to the Lead DSL within nursery usually offered

half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the nursery. DSLs will be supported to access training as appropriate including training in behaviour and mental health.

Copies of policies and a copy of part one of the KCSIE-20 document is provided to staff at induction. We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with a DSL and to seek further support as appropriate.

The use of reasonable force

There are circumstances when it is appropriate for staff in nursery to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

This means at Hollyfield Preschool Nursery: By planning positive and proactive behaviour support and the successful use of conflict resolution, the occurrence of challenging behaviour and the need to use reasonable force will reduce. We will use ABC observations and write individual behaviour plans for our more vulnerable children and agree them with parents and carers. We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their children. When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

Appropriate touching

Appropriate touching between early years practitioners and children refers to the physical handling displayed by the practitioner. This must be done in response to a child's needs, not their own and is in line with safeguarding requirements. At any time, a practitioner feels another practitioner is touching a child in an inappropriate manner, they must remember the whistle blowing policy and report it immediately to the manager or a DSL. These times may be subtle, such as having a child on their lap or touching a child to gain attention for a little longer than is necessary.

Appropriate touching in the early years is an effective non-verbal communication and an important part of a healthy relationship which provides basic care and emotional support.

Touching is appropriate when it:

- Is accountable; make sure there are other staff members around to observe
- Fulfils the child's needs and is welcomed by the child
- Is a part of safe working practice; it supports communication
- Supports well-being; cuddling should be side by side and only for the time appropriate
- Supports the child's security and safety
- Supports the child's health; any touching must be to carry out the purpose intended

Cautionary points for staff to consider when touching a child are:

1. Do not touch a child in a way that can be misinterpreted. Staff must be accountable, whilst acting as a support for the child's well-being
2. Staff will not show favouritism towards a certain child, as this can sometimes result in those children being picked up or touched more and is also not professional
3. Tickling is inappropriate
4. When staff touch a child, always ensure other adults are in eye line
5. If a child needs regular support in the form of a touching mechanism, for example a hand placed on their back or cuddles, it must be done only for the appropriate time
6. Sitting children on staff laps must only be done in certain circumstances for example, if a child is new to the setting and needs extra support or if a child is hurt and you are checking them. This should be done for a minimal time and only to fulfil purpose
7. Cuddling should be done side by side
8. Ask children if they need a cuddle; never assume and it is their right to say no
9. Staff must use the correct terminology when talking to children about their private areas

The nursery's role in the prevention of abuse

This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the nursery, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Safeguarding issues, including online safety will be addressed through all areas of the curriculum including extra familial harm (multiple harms)

This means that in Hollyfield Preschool Nursery: All staff will be made aware of unauthorised absence and children missing from education procedures. We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to

ensure a whole nursery approach. We also recognise the particular vulnerability of children who have a social worker or family support worker.

What we will do when we are concerned – Early Help response

Where unmet needs have been identified for a utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSLs will oversee the delivery of an appropriate Early Help response. The child/young person's voice must remain paramount within a solution focused practice framework.

The primary assessment document is the 2019 Early Help Assessment (EHA). Should it be felt that a Think Family or social care response is needed to meet the unmet safeguarding need, the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required. The DSL will then oversee the agreed intervention from nursery as part of the multiagency safeguarding response and ongoing nursery-focused support.

This means that at Hollyfield Preschool Nursery we will: Implement Right Help Right Time. All Staff will notice and listen to children and young people, sharing their concerns with the DSLs. The DSLs will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed. At Hollyfield Preschool Nursery although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team. Both the lead DSL and key person for any specific case will be expected to attend and support at any meetings/core groups etc to ensure a holistic support approach to the child.

'No Platform Policy'

Our safeguarding policy incorporates the "No Platform Policy" which aims to ensure that the staff practice at Hollyfield Preschool Nursery balances the right of freedom of speech against the potential use of its facilities for the promotion of extremist ideological, religious or political beliefs. In this context beliefs are considered to be extremist if they include the expression of racist or fascist views, if they incite hatred based on religious interpretation, ideology or belief or if they promote discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation.

Safeguarding staff, students, parents and children who are vulnerable to radicalisation

With effect from 1st July 2015, all settings are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015).

This is known as The Prevent Duty. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

This section of the policy is in line with our statutory duties set out in Ofsted's Common Inspection Framework, 2020, Inspecting safeguarding in early years, education and skills from September 2019, Safeguarding children and young people and young vulnerable adults' policy, July 2018 and Statutory framework for the early years foundation stage, 2020.

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are:

Radicalisation is a phased and complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses or condones violence, including acts of terrorism, to reach a specific political or ideological purpose.

Terrorism is the use or threat of action, both in and outside of the UK, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial or ideological cause.

Extremism is "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation can be difficult to spot. Signs that may indicate a child is being radicalised include but are not exhaustive of:

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use

This means that at Hollyfield Preschool Nursery values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Children and adults have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Risk reduction

The nursery management team and the DSLs will assess the level of risk within the nursery and put actions in place to reduce that risk. Risk assessment may include consideration of the nursery's SEND and Inclusion policy, the use of nursery premises by external agencies, integration of children by gender and SEN, antibullying policy and other issues specific to the nursery's profile, community and philosophy. To this end, open-source due diligence checks will be undertaken on all external visitors invited to Hollyfield Preschool Nursery.

All staff within Hollyfield Preschool Nursery will be vigilant to changes in a child's behaviour or attitude which could indicate that they need help or protection. Hollyfield Preschool Nursery will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

Further guidance about duties relating to the risk of radicalisation is available in the Advice for schools and childcare providers on The Prevent Duty.

Children/students who are vulnerable to exploitation, trafficking, or so-called 'honour based' abuse (including female genital mutilation and forced marriage)

With effect from October 2015, all settings are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When an adult suspect or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, or 25 if under SEN and has an Education, Health and Care plan, they have a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions. The adult will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

Reporting

If we think a child is in immediate danger, we will contact the police on **999**. If we are worried about a child but they are not in immediate danger, you should share your concerns with parents.

- **Follow child protection procedures** – these are outlined in this policy
- **Contact the Child Trafficking Advice Centre (CTAC)** on 0808 800 5000 or by emailing help@nspcc.org.uk. Trained professionals will talk through any concerns and give expert advice.
- **Contact Birmingham Safeguarding Children Partnership** – 0121 303 1888
- **Contact the police.**

Services will risk assess the situation and take action to protect the child as appropriate either through statutory involvement or other support. This may include making a referral to the local authority.

This means that at Hollyfield Preschool Nursery we ensure: Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible. All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around

- Forced marriage
- FGM
- Honour based abuse
- Trafficking
- Criminal exploitation and gang affiliation
- Cannabis cultivation
- Street crime - such as pickpocketing, begging and bag theft
- Moving drugs
- Benefit fraud
- Immigration fraud
- Selling pirated goods, such as DVD
- Domestic servitude, including: -
 - cleaning
 - childcare
 - cooking
 - forced labour, including working in:

- restaurants
- nail bars
- factories
- agriculture
- Illegal adoption
- Unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way. Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue and include such issues in an age/stage appropriate way when discussing matters with children.

Impact of child trafficking and the effects on children

Being trafficked is abuse in itself, but trafficked children may experience other forms of abuse and neglect that impact on their physical and mental health and social and emotional development.

These include:

- sexual abuse and exploitation
- physical abuse
- emotional abuse
- neglect

Impacts of child trafficking and exploitation include:

- poor health and illness, which may be left untreated
- limited or no access to education
- physical and mental exhaustion.

Children may also experience emotional challenges, such as missing family, friends, communities and cultures. This can lead to:

- feeling isolated and lonely
- disturbed sleep patterns
- depression and/or anxiety
- toilet accidents/bed wetting
- headaches
- panic attacks

- eating difficulties
- self-harm and suicidal thoughts
- drug and alcohol use as a means to escape from problems
- post-traumatic stress disorder (PTSD).

(Jamieson, 2018; Pearce, Hynes and Bovarnick, 2009).

Children missing education

A child going missing and or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and children missing from education will be coordinated with safeguarding interventions wherever necessary. However, as education is not compulsory until the age of 5 years old, the nursery is unable to enforce attendance of the children who use the setting. However, this could have implications on the funding the child is receiving and lead to the funding not being paid and the child losing their space. Staff will therefore, work closely with families in encouraging children's attendance wherever possible and are vigilant in assessing whether safeguarding procedures need putting into action. Hollyfield Preschool Nursery also recognises that children on Early Years Pupil Premium are in a vulnerable category and so extra support is always offered to these families.

This means that at Hollyfield Preschool Nursery we will: Hold two or more emergency contact numbers for each pupil. All our attendance work will liaise closely with the DSL. We will adapt our attendance monitoring on an individual basis to ensure the safety of each child at Hollyfield Preschool Nursery and will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

Maintaining children's safety and security on premises

Staff at Hollyfield Preschool Nursery maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. We ensure that:

- All employed and voluntary staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service (DBS check).
- Adults do not normally supervise children on their own.
- All children are always supervised by adults.

- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children and the times of the children's arrivals and departures are recorded.
- Staff stand on internal main doors in both 'Explorers' and 'Discoverers' rooms during arrival and departure of children.
- The arrival and departure times of staff, volunteers and visitors - are recorded and staff wear identity tags to make them easily identifiable
- Visitors ID is checked before permitting them onto the nursery grounds and they are also asked to wear an identity tag on arrival. Visitors are asked to sign themselves in on our visitor log and out again on their departure.
- Our external systems prevent unauthorised access to our premises as well as prevent children from leaving our premises unnoticed.
- Our main entrance has a security gate which has an intercom system. No person can gain access to our premises unless a member of staff allows this through the security gate.
- The gate is always locked by the magnet and is only released to let parents in to drop off and collect their children.
- The rear entrance also has an intercom system to enable high security and access is through the main school gate, who have their own intercom system.
- The security system also includes CCTV which monitors both front and rear entrances and the front gate so that in the unlikely event of someone gaining access to the premises, they can be seen on the monitor and prevented from being let in through the doors.
- Due to the nursery building being located on Hollyfield Primary School grounds, we have no authority/control as to who enters the premises through either the vehicle or pedestrian gate, however policies, procedures and risk assessments are in place in the event of an intruder managing to gain access to the school/nursery site.

Visitors

- An appointment must be made before visiting Hollyfield Preschool Nursery.
- Staff allowing visitors onto the premises will check who the appointment is with and photo identification is checked before allowing visitors onto the premises. If no appointment has been made, the visitor will be asked to make an appointment there and then and come back on that date.

- Staff will then bring the visitor to the nursery office where they will be asked to sign in and wear a visitor tag.
- Visitors are never left alone on the nursery premises and are asked to sign out on leaving the premises

Child going missing on the premises

Children's safety is always maintained as the highest priority both on and off premises. Every attempt is made through carrying out the exit/entrance procedure to ensure the security of children is always maintained. In the unlikely event of a child going missing, our missing child procedure is followed.

- As soon as it is noticed that a child is missing the key person/staff alerts the manager.
- The manager will carry out a thorough search of the building, outdoor play areas, garden and driveway.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted, and the missing child is reported to the police.
- The manager talks to the staff to find out when and where the child was last seen and records this. The manager then awaits instruction from the police.

Child going missing on an outing

This describes what to do when practitioners have taken children on an outing, leaving the setting manager and/or other staff back in the setting. If the setting manager has accompanied children on the outing, the procedures are adjusted accordingly.

What to do if a child goes missing from an outing

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity and keeps in touch with the other staff who are waiting, via mobile phone, but does not search beyond that.
- The manager is contacted immediately, and the incident is reported.
- The manager contacts the police and reports the child as missing.
- The manager contacts the parent, who makes their way to the setting or outing venue as agreed with the manager. The manager is advised as the best place to meet the parent, as by the time the parent arrives, the child may have been returned to the group.

- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The manager or designated staff member may be advised by the police to stay at the venue until they arrive.

A full investigation will take place and in the case that the child has not been found, with the support of the police. During this time, staff will be fully supported as we recognise the mental health of our staff may decline during this time. A conclusion is drawn as to how the breach of security happened.

- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff.
- CASS may be involved if it seems likely that there is a safeguarding issue to address.
- The incident is reported under RIDDOR: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (see the Reporting of Accidents and Incidents policy); the local authority health and safety executive may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Uncollected child

If a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide specific information when their child starts attending our setting, which is recorded on our registration form and always to hand.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with the name of the person who will be collecting their child and ensures that this person is provided with their child's unique password which the parent has made upon registration.

- Parents know that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 01213112920 and email is: hollyfieldnursery@lineone.net

If a child is not collected at their expected collection time and we have not been informed by the parent, we follow the procedures below:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the registration form are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the registration form or in their file.
- If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
- If we have any cause to believe the child has been abandoned, we contact the local authority children's social care team. If the children's social care team is unavailable (or as our local authority advise) we will contact the local police, which is Sutton Coldfield Police Station - 0845 1135000 or the out of hours duty officer (where applicable): BSCB - 01216754806
- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at the setting in the care of two of our staff members, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child does not become anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked. Ofsted may be informed on 0300 123 4666 and Early Years Alliance office/Development Worker may also be informed.

Peer on peer/child on child abuse

It is important that nursery can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, initiation/ hazing, up skirting, sexual violence and harassment. The nursery's values, ethos and behaviour policies provide the platform for staff and children to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to peer-on-peer abuse i.e., that it is more likely that girls will be victims and boys' perpetrators. The use of conflict resolution is effectively used between peers when helping children understand what is acceptable and what is unacceptable behaviour.

Hollyfield Preschool Nursery recognises the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by penetration:** A person (A) commits an offence if: S/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

This means that at Hollyfield Preschool Nursery: We will not tolerate instances of peer-on-peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any children subject to peer-on-peer abuse, including sexting (also known as youth produced sexual imagery which may occur with older children who attend Kids Around the Clock Club and Go Wild Club) and gang violence.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in settings.

Criminal exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity

This means that at Hollyfield Preschool Nursery we will: Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool to support our referrals to CASS for any children in Hollyfield Preschool Nursery we are concerned about. Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within Hollyfield Preschool Nursery.

Key procedures

Responding to concerns about a child

- At Hollyfield Preschool Nursery, our DSLs are Lydia Enefer, Lindsay Beech, Donna Morgan and Natalie Page
- Concern about a child - Speak to Designated Safeguarding Lead (DSL) if urgent and record in child's individual file on CR8 and CR10
- DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)
- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).
- At any point consider seeking advice: Children's Advice Support Service (CASS) 0121 303 1888 In case of emergency phone police on 999
- Universal / Universal+ Continue with early help process using the EHA as appropriate
- Universal+/Additional Continue with early help process using the EHA as appropriate.
- Consider request for support from Think Family (TF) service
- Complex & Significant Request for Support submitted to CASS for a multi-agency strategy discussion

Involving parents/carers

- In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral. Appropriate staff will approach parents/carers after consultation with the DSL.

- However, there may be occasions when the nursery will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- Parents/carers will be informed about our Safeguarding & Child Protection Policy through nursery prospectus and starting pack and must sign a declaration which clearly states our procedures as well as our responsibility in safeguarding children. This form MUST be signed before a child is permitted to start their first session at nursery.

Multi-agency work

We work in partnership with other agencies in line with Right Help Right Time to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Hollyfield Preschool Nursery will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by a DSL together with a key person to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

When invited the DSL and key person will participate in a MASH strategy meeting, usually by conference phone, adding nursery-held data and intelligence to the discussion so that the best interests of the child are met.

We will co-operate with any child protection enquiries conducted by Birmingham Children's Trust: the nursery will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

We will provide reports as required for these meetings. If representation from the nursery is unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting.

Where a pupil/student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the nursery will contribute to the preparation, implementation and review of the plan as appropriate.

Whenever we work in partnership with other agencies, care is taken to only share information where necessary and with permission where this needs to be sought. General data protection regulations guidelines are adhered to at all times and staff follow the 'Information sharing flow chart' and of course, confidentiality remains paramount.

Our role in supporting children

Hollyfield Preschool Nursery staff will offer appropriate support to individual children/young people who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

An 'Our Family Plan' will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the nursery community through a multi-agency risk assessment. Within Hollyfield Preschool Nursery we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the nursery works in partnership with parents/carers and other agencies as appropriate.

Responding to an allegation about a member of staff

See also Birmingham Safeguarding Children Partnership procedures on allegations against staff and volunteers.

This procedure must be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates s/he may not be suitable to work with children
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in nursery to abuse children. In Hollyfield Preschool Nursery we also recognise that concerns may be apparent before an allegation is made.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. There are continuous opportunities to report concerns through our open-door policy and through regular staff supervisions.

Allegations or concerns about staff, colleagues and visitors (recognising that nursery holds the responsibility to fully explore concerns about supply staff) must be reported directly to the manager who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required. (Where a manager is also the sole Proprietor of an Independent nursery it is mandatory to report to the LADO).

If the concern relates to the manager (who is also the proprietor) it must be reported immediately to the deputies, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.

Children with additional needs

Hollyfield Preschool Nursery recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the nursery is considering excluding, either for a fixed term or permanently, a vulnerable child or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to reporting to CASS.

Children in specific circumstances

Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement of Birmingham Children's Trust) for the care of a child under the age of 16 (under 18 or 25 if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children/young people
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children/young people staying with families while attending a nursery away from their home area.

There is a mandatory duty on the nursery to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

Transfer of development records for a child moving to another early years setting or school

- Using the Early Years Outcomes (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development

The record refers to:

- any additional language spoken by the child and his or her progress in more/both languages in the case they have more than 2 languages being spoken at home
- any additional needs that have been identified or addressed by our setting
- any special needs or disability, whether Family Plan was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person
- As we use a recording system called 'Tapestry' when a child transfers to another setting, we use secure Tapestry codes to transfer information with signed permission from the parent providing the next setting use the same platform.
- If there have been any welfare or protection concerns, we remember and abide by our '7 golden rules for information sharing'

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a Family Plan has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been an s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Links to additional information about safeguarding issues and forms of abuse

Staff who work directly with children/young people, and their leadership team should refer to this information. Guidance on children in specific circumstances found in Annex A of KCSIE 20, and additional resources as listed below:

Issue	Guidance	Source
Abuse	https://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief https://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse https://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice

Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	Birmingham Police and Schools Panels
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018	West Midlands Safeguarding Children Procedures WMP, BCSP, BCT
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine-in-schools-feb-2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Online	https://www.birmingham.gov.uk/downloads/file/8446/sexting-flow-chart-feb-2017	BCC Education

	http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf Online safety: Children exposed to abuse through digital media/West Midlands Safeguarding Children Group Teaching online safety in school	Safeguarding Birmingham Police and Schools Panels DfE
Private Fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/response_to_hsb_-_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls Honour-based violence West Midlands Safeguarding Children Group	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools Panels

Additional Information

Definitions and indicators of abuse

Neglect

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 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 caregivers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

Physical abuse

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.

- The following may be indicators of physical abuse (this is not designed to be used as a checklist):
- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks

- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse

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 rape and/or penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling

- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children’s Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology
- Having unexplained contact with hotels, taxi companies or fast-food outlets
- Missing for periods of time (CSE and county lines)

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

Responses from parents/carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control

Disabled children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Inappropriate invasive procedures

Dealing with a disclosure of abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

NB - it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the manager, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved.

Support for you will be available from your DSL or manager.

Allegations about a member of staff or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical

For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.

- Emotional

For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- Sexual

For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.

- Neglect

For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.

- Spiritual Abuse

For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, visitor or volunteer the manager must be informed immediately. The manager must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The manager should not carry out the investigation him/herself or interview children. However, they should ensure that all investigations including for supply staff are completed appropriately.

3. The manager should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Manager will notify Birmingham Children's Trust Designated Officer (LADO) Team1 (Tel: 0121 675 1669).

The LADO Team will liaise with the manager and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the child. These should be addressed through the nursery's own internal procedures.
- If the manager decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.

4. Where an allegation has been made against the manager, then the deputy's take on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the West Midlands Child protection procedures.

Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2020 as:

The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

2. Extremism is defined by the government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include

in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

4. KCSiE 2020 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. People may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that nursery staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity crisis - the person is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal crisis - the person may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal circumstances - migration; local community tensions; and events affecting the person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet aspirations - the person may have perceptions of injustice; a feeling of failure; rejection of civic life

- Experiences of criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- Special educational need - person may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

Virus, disease and pandemic and safeguarding

Hollyfield Preschool Nursery must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in educational settings, schools, colleges and other providers guidance and update safeguarding procedures in line with DfE updates. It also includes any future virus, disease and pandemic.

Designated safeguarding leads (and management team) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Continuous communication with parents is important for safeguarding and supporting wellbeing to support to children who have not been in nursery.

Domestic abuse

Hollyfield Preschool Nursery follow the guidelines set out by Birmingham Violence Against Women and Children Steering Group and Birmingham Safeguarding Children Partnership who have endorsed the following best practice in working with children who are affected by domestic abuse:

- Remember that our initial response is extremely important. Validate what the child is telling you, ensure she/he knows that you are listening and that you believe what you are being told. Reassure the child that they have done the right thing in telling you and that Domestic Abuse is not their fault
- Do be honest with the child from the outset; explain the limitations to confidentiality to ensure that the child can control what s/he tells you. Explain what you will do and how you will record any information given
- Do ensure that the child feels comfortable talking to you; give her/him your name and encourage the child to contact you again in the future should s/he need to. If the child wants you to contact her/him make sure that you have a safe way of doing this before agreeing to do so
- Do use language that is appropriate to the child's age and ability and ensure that you are not overloading the child with information. This is especially important when talking to children about confidentiality.
- Do listen for coded talking from children, don't assume or expect they will name things in the way that you do.
- Do be trustworthy in your work with children, do what you say you are going to do, set and maintain boundaries around your work and don't make promises you can't keep.
- Do allow the child to be in control wherever possible, offer choices, go at her/his pace; ask the child what they want to happen next and ask what you can do to help.
- Do allow children to be children and don't make them responsible for abusive behaviour.
- Do prepare yourself for disclosures of abuse and domestic violence; be aware of other organisations who can offer support. Where appropriate give the child contact telephone numbers for her/him to access in their own time and ensure that you are aware of out-of-hours support in the event of an emergency
- Do be aware of the link between Domestic Abuse and Child Protection; be clear about your responsibilities with regard to child protection and ensure that the child understands what might happen.
- Do be non-judgemental in your response to children; respond to each child's individual needs and be aware that children's experiences will differ depending on ability, age, culture, ethnicity, gender, race, religion or sexuality.

- Do record any information you are given. This will validate what the child has told you and ensure continuity in support.
- Do develop links with other agencies working in this field and make the most of networking opportunities
- Do be aware of your own and your own organisations limitations; seek advice from other professionals and acknowledge that other services may be more appropriate
Do follow up any referral that you have made with the organisation and the child, and ensure that the child understands what is going on throughout the process
- Do remember that often the best way to support children is to support the non-abusing parent/carer, who is usually mum.

Children's Disclosures

It can be daunting for a child to disclose abuse because of the following fears and beliefs:

- They may feel the abuse is their fault
- They will get into trouble
- Nobody will believe them
- Nobody can stop it
- The abuse will get worse
- Their abuser will be sent to prison and it will be their fault
- Their mother and other people they love will be hurt if they tell
- They may feel the abuse is their fault
- They told before and nobody listened
- They will be taken into care
- Their abuser has said that they will hurt them if they tell
- They believe that this is what happens in families
- They love their dad
- They may blame their behaviour i.e. If I'm good they won't do it again
- They may believe that they are a bad child
- They feel ashamed of what the abuser does

Where children have been more deeply emotionally affected by their experiences and need more intense support, the GP may consider a referral to the Child & Adolescent Mental Health Teams

which aim to support, help and intervene with children and young people who are experiencing emotional and mental health problems.

Fabricated illness

Fabricated or induced illness can cause significant harm for the child either because of being made to be ill, or through the treatment that they are given for an illness that they do not have. The harm is not only physical but emotional with children convinced they are unwell, or even likely to die.

If you have concerns that a child is victim of fabricated or induced illness then a referral should be made to the local authority. You should not seek the consent of the parents prior to a strategy discussion, as research tells us this can heighten the risk to the child.

It is important that this is not just considered an issue for health. As with all safeguarding matters, it is for everyone to be alert to the potential signs of fabricated or induced illness. It may be that as someone not involved in health professions you pick up on patterns, etc. that others may not have seen through being too closely involved.

Definition of fabricated or induced illness

“Fabricated or Induced Illness (FII) is a form of abuse associated with a range of poor outcomes for children and young people extending to the serious harm or even death of the child.

Behaviours by a parent or carer may result in harm to a child or young person. FII can occur when a child or young person also has a confirmed diagnosis of illness or disability and the two may coexist but the health seeking behaviour or presentation is outside that expected for the condition or disability.”

How prevalent is it?

There is little information about the prevalence of fabricated or induced illness, but it is believed many are unreported as there is not necessarily a clear cut pattern of incidents. For professionals involved in treating the presenting symptoms it is not always easy to step back and consider the overall picture.

Where children are consistently being presented as ill it is important that:

- There is clear and direct communication between the professionals involved (i.e. not relying solely on the parent to report back on appointments, etc.)
- A chronology of presentations is maintained
- Case records explicitly state who the source of the information being recorded was and when the information was provided
- A paediatrician or other suitably qualified medical practitioner (e.g. named nurse) is asked to review the case records from an independent viewpoint and provide an opinion.

Ways of fabricating or inducing illness

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- Fabrication of signs and symptoms. This may include fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- Induction of illness by a variety of means, from encouraging emotional symptoms to physical injury or poisoning.

Why does fabricated or induced illness occur?

Sometimes people have an overwhelming need to be seen as a “caring mother” (90% of perpetrators are mothers), sometimes they gain access to benefits, sometimes it tracks back to the parent’s own childhood experiences. Often parents have mental health issues such as borderline personality disorder with emotional instability, impulsiveness and disturbed thinking. The parent may have psychological or behavioural problems, such as self-harming, drug or alcohol misuse. Some have experienced the death of another child or have experienced historical attachment difficulties either as a child themselves or with older children. Read more from the NHS about the possible causes of fabricated or induced illness.

Spotting the signs

Schools and nurseries are well placed to notice, prolonged or frequent absence from education. Also parents or carers involved in fabricated or induced illness will seek support and attention from schools.

Be aware of the following signs:

- Repeated absence from school.

- Reported symptoms and signs found on examination are not explained by any medical condition from which the child may be suffering.
- Physical examination and results of medical investigations do not explain reported symptoms and signs.
- There is an inexplicably poor response to prescribed medication and other treatment.
- New symptoms are reported on resolution of previous ones.
- Reported symptoms and signs are not observed in the absence of the carer.
- Over time the child is repeatedly presented with a range of symptoms to different professionals in a variety of settings.

What you can do

- Be alert to potential indicators of illness being fabricated or induced in a child.
- Produce a chronology, including the source of information.
- Be particularly aware when illnesses and absences are frequent.
- Ask to link in with the family GP to see what the school can do.
- Report concerns to your designated safeguarding lead.
- Follow your safeguarding procedures.

Legal framework

Primary legislation

- Education Act (2002)
- Children Act (1989 s47 and 2004)
- Protection of Children Act (1999)
- Data Protection Act (2003)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2010)
- The Prevent Duty (2015)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2015)
- United Nations Conventions Right's of the Child (1989)
- Safeguarding Children and Safer Recruitment in Education Guidance (2007)
- Keeping Children safe in Education (2018)

Secondary legislation

- Sexual Offences Act (2009)
- Criminal Justice and Court Services Act (2000)

- Human Rights Act (2010)
- Race Relations (Amendment) Act (2010)
- Race Relations (Amendment) Act (1976) Regulations (2003)
- Equalities Act (2013)
- Data Protection Act (2003) Non Statutory Guidance

Further guidance

- Children and Families Act (2014)
- Children and Young person's Act (2008)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)
- The Education Act 1997
- Promoting the education of looked after children and previously looked after children - Statutory guidance for local authorities (2018)
- Innovation: managing risk, not avoiding it (2014)
- General Data Protection regulation (2018)

Other useful Pre-school Learning Alliance publications

- Working Together to Safeguard Children (2018)

This policy was amended and re adopted at Hollyfield Pre Nursery Nursery's Senior Staff meeting in June 2018

Reviewed and amended Jan 2020

Date to be reviewed – Jan 2022

Signed by all staff –

Name of signatory –

Role of signatory –