

# Blagdon Nursery School



## Child Protection and Safeguarding Policy, Procedures and Guidance

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Reviewed: September 2018

Chair of Governors:

Headteacher:

Next Review: Nov 2019:

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The Designated Child Protection Officer for Blagdon Nursery School is **Joanne Budge**

The Deputy Designated Child Protection officers are: **Charlotte Jennings, Sam Clifford and Jenna Price.**

The Governor with responsibility for Child Protection is **Emma Jackson**

In an emergency contact Reading Borough Council  
Single Front door on 0118 937 3641

To be reviewed annually or when new legislation is  
published.

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## **PRINCIPLES**

Blagdon Nursery school fully recognises its responsibilities for Safeguarding and child protection.

This Nursery recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse. We recognise that abuse and neglect are likely to have a significant, detrimental impact upon a child's learning, social and emotional wellbeing, behaviour and attendance.

The Nursery also recognises that it is essential that staff are able to identify children who may be vulnerable to radicalisation (appendix 7) and know that they must refer these concerns following the same procedures as with any other safeguarding concerns. The Nursery promotes Fundamental British Values (appendix 8) enabling the children to learn about values of democracy, rule of law, individual liberty and mutual respect and tolerance. This is implemented in accordance with the Early Years Foundation Stage, personal, social and emotional development and understanding of the world.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged as enshrined in the UN Convention of the Rights of the Child.

Safeguarding is defined as:

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

Child protection procedures are one part of the Nurseries safeguarding measures.

Everyone at our Nursery has a responsibility to ensure that our children are safe, this includes staff, governors, parents, students and volunteers. In most cases this will mean the referral of concerns to the designated child protection officer (DCPO) or deputy designated child protection officer (DDCPO). The needs and safety of the child must be at the centre of any decision they may need to take regarding protecting and ensuring a child's welfare.

## Aims

- Provide an environment where children feel secure, are encouraged to talk, and are listened to.
- To meet the needs of all children including those with medical or special educational needs
- To ensure that we practise safe recruitment and check the suitability of staff and volunteers to work with children.
- To ensure that all staff understand their individual responsibilities in identifying and reporting possible concerns.
- To provide a systematic means of monitoring, recording and reporting concerns and cases in line with the Berkshire/Reading Local Safeguarding Children Boards (BLSCBs/RLSCBs).
- To provide guidance on recognising and reporting suspected child abuse.
- Support children in accordance with his/her agreed child protection plan.
- Maintain a safe environment where children can learn and develop.
- Promote Fundamental British Values across the Nursery enabling children to challenge views and debate issues.
- To keep children safe from the risks of radicalisation by staff being aware of the Prevent duty of care and how to recognise and report concerns.

## RESPONSIBILITIES

### 1. Designated Child Protection Officers

**The Designated Child Protection Officer (DCPO) is Joanne Budge.**

- All incidents should be reported to them in the first instance.

3 Deputy Designated Child Protection Officers (DDCPOs) have been appointed to ensure that there is always someone available to make a report to.

**Deputy Child Protection Officers are: Charlotte Jennings, Sam Clifford and Jenna Price.**

Reports should be made to one of these people if the DCPO is unavailable.

The designated people will:

- Ensure that proper procedures and policies are in place and are followed with regard to child safeguarding issues.
- Be the first person to whom members of staff report concerns.

- Refer cases of suspected abuse or allegations to Reading Borough Council Single front door according to the procedures established by the Berkshire/Reading Local Safeguarding Children Boards
- Act as a source of advice, support and expertise within the Nursery
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, follow this up with the head of department to investigate further.
- Ensure each member of staff, volunteers and regular visitors are aware of and can access readily, this policy and know who the designated people are and what their role is.
- Liaise with the headteacher to inform them of any issues and ongoing investigations.
- Develop effective, co-operative links with other agencies and attend case conferences.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Keep detailed accurate written records of referrals and concerns which are not referred, and ensure that these are held in a secure place.
- Audit records relating to child protection to ensure that: procedures are being followed; actions carried out and records are sufficiently detailed and fit for purpose.
- Ensure parents are aware of this policy in order to alert them to the fact that the Nursery may need to make referrals.
- When children leave the Nursery, ensure any child protection file is transferred to their new placement as soon as possible, separately from the main file. These are to be addressed to the designated person for child protection, secure transit should be ensured and confirmation of receipt should be obtained.
- Notify a child's social worker if there is an unexplained absence, behavioural problems or other concerns about a child who has a Child Protection Plan
- Where a child leaves and a new placement is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
- Ensure safe recruitment practices are always followed.
- Develop and follow procedures where an allegation is made against a member of staff.
- Ensure all staff and volunteers receive Universal Safeguarding training within one month of joining the Nursery and receive other appropriate training as required.
- Attend Designated Officer training every two years and other appropriate specialist and targeted training at least annually.
- Ensure that staff understand British Fundamental Values and those they are promoted across the Nursery.
- Support staff that have concerns about children/families/staff showing signs of radicalisation and can refer to the Prevent duty of care and the Channel programme.

## **2. Designated Governor**

**The Designated Governor for Child Protection is: Emma Jackson**

The Governing body will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated members of staff for child protection are given sufficient time to carry out their duties, including accessing training.

The Governors will audit and review safeguarding practices in the Nursery on a regular basis, and no less than annually, to ensure that:

- The Nursery is carrying out its duties to safeguard the welfare of children at the Nursery.
- Members of staff and volunteers are aware of current practices in this matter that staff receive training where appropriate and that everyone is confident to carry out the Nurseries' procedures.
- Ensure Child protection is integrated within the induction procedures for all new members of staff and volunteers.
- The Nursery follows the procedures agreed by Berkshire/Reading Local Safeguarding Children Board and any supplementary guidance issued by the Local Authority.
- Only persons suitable to work with children shall be employed in the Nursery or work there in a voluntary capacity.
- Where safeguarding concerns about a member of staff are substantiated, appropriate disciplinary action is taken.

The Designated Governor for Safeguarding will attend appropriate training every two years.

### **3. Staff**

All staff are responsible for reporting any concerns about a child's well-being or safety to the DCPO or a DDCPO in the DCPO's absence. They are also responsible for reporting any concerns they may become aware of about the well-being or safety of members of the child's immediate family, e.g. because a child tells them something or because of something they observe immediately or at the first appropriate opportunity.

Should anyone else disclose information about a child or his/her family to a member of staff that person should be made aware of the procedures for reporting concerns to Reading Borough Council Single front door.

Members of staff are not responsible for investigating concerns or suspicions

All concerns about a child should be reported following the procedures contained in Appendix 1 of this document, using the form shown in Appendix 3. Injuries should be recorded on the body map form shown in Appendix 4. Guidance on recognising abuse and types of abuse can be found in Appendix 5 of this policy. Appendix 6 shows what happens with a safeguarding concern.

### **4. Volunteers and Students**

Volunteers and students have the same responsibilities as members of staff. They will be made aware of this by the person who conducts their induction. As part of their induction

they will be told who the DCPO and DDCPO are and how to share any concerns they may have.

## **SAFEGUARDING - THE BROADER CONTEXT**

We recognise that safeguarding is everything we do to keep children safe from harm whilst they are in our care. This policy must therefore be seen in the context of the other relevant policies the Nursery has:

- Behaviour policy
- Special Educational Needs & Disabilities
- Whistleblowing
- Confidentiality
- Health and Safety

## **RECRUITMENT**

In order to ensure that children are protected whilst at this Nursery: we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We will ensure that at least one member of every interview panel has successfully completed Safer Recruitment training.

We accept that it is our responsibility to follow the guidance set out in “Keeping children safe in Education-September 2016” in particular:

Before appointing someone, obtain two written references. This should be followed up by a telephone call to verify the reference.

Ensure that all adults with access to children have an enhanced Disclosure and Barring Service check prior to final confirmation of appointment. We will risk assess new employees prior to receipt of their enhanced DBS check and ensure that they are never left alone with children.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the Nursery:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Verify the candidate’s mental and physical fitness.
- Previous employment history will be examined and any gaps accounted for.
- Verify the person’s right to work in the U.K e.g., through birth certificate, passport, new driving licence.
- New staff will be put on the Single Central Record after completing initial paperwork this will be marked as pending until DBS certificate is obtained.

Any agency staff or casual workers will have a DBS in place before being able to take up paid work within the nursery.



## **VOLUNTEERS**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children: for this reason any volunteers in the Nursery, in whatever capacity, will be given the same checks as paid staff.

Where a parent or other volunteer helps on a one-off or infrequent basis he/she will only work under the direct supervision of a member of staff, and at no time have unsupervised one to one contact with children. However, if a parent or other volunteer is to be in the Nursery regularly or over a longer period then they will be asked to complete an application form and be fully checked (as a new member of staff would be) to ensure their suitability to work with children.

## **STUDENTS**

Whilst students placed with us come from organisations that will have checked their suitability for working with children we will ensure that we check their identity and that they have a current enhanced DBS. Students coming from schools on work experience placements will at no time be left alone with children.

## **INDUCTION & TRAINING**

All new members of staff, students and volunteers will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, and confidentiality issues.

All staff will be expected to attend Universal Safeguarding training in order to enable them to understand and fulfil their responsibilities in respect of safeguarding and child protection effectively. If Universal Safeguarding training is not immediately available they must complete Reading Borough Council's online training within 1 month of appointment. NB Completion of on-line training does not replace the requirement to attend Universal Safeguarding training.

Staff will attend refresher training every three years, and the designated people every two years. All staff will complete online Prevent training via the Channel programme to enable them to be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified within 1 month of starting work.

## **CONDUCT OF STAFF**

The Nursery has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the potential dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting families through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting children and their families outside Centre hours or Centre duties
- Staff relationships with pupils
- Information sharing
- 'Position of Trust' sexual offences Act 2003.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Berkshire/Reading Local Safeguarding Children Boards procedures, we will view this as misconduct, and take appropriate action.

Where any member of staff believes that the Head teacher is failing to act in accordance with this policy, they must bring it to the attention of the Chair of Governors in line with the whistle blowing policy.

## **ALLEGATIONS AGAINST MEMBERS OF STAFF**

If anyone makes an allegation that any member of staff, volunteer or Governor may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children.

The allegation will be dealt with in accordance with the Berkshire/Reading Local Safeguarding Children Boards Child Protection Procedures.

The Head teacher will deal with such allegations, unless the allegation is against the Head teacher, when the Chair of Governors will coordinate the Nurseries' response. The Head

teacher, or Chair of Governors if appropriate, will report without delay to the Local Authority Designated Officer (LADO). The LADO will decide on the outcome of the allegation:

- Substantiated
- Malicious
- False
- Unsubstantiated
- Unfounded

### **Female genital mutilation (FGM)**

All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM (see appendix 6 for additional guidance). If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

If a member of staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Staff will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Staff should also discuss any such case with the designated safeguarding lead and involve children's social care as appropriate.

### **Preventing radicalisation**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

Blagdon Nursery School will actively assess the risk of children being drawn into extremism.

Staff will be alert to changes in children's or parents behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately - which may include making a referral to the Channel Panel. The school will work with the LSCB as appropriate.

All staff will undertake Prevent awareness training to be able to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Blagdon Nursery School:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Teach pupils about how democracy occurs within the realms of their understanding.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK within the realms of their understanding

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of the Channel Panel, in the first instance.

### **ICT policy**

Blagdon Nursery School will ensure that suitable filtering systems are in place to prevent children accessing inappropriate or extremist material.

### **Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. Many of the risk indicators can be found in Appendix 5 under sexual abuse.

It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse. Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

## Peer on peer abuse

We understand that at times children can abuse other children. Keeping Children Safe in Education 2018) states

*“This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.”*

Whilst we would not expect to see many of these behaviours with such young children, the staff are aware of the possibilities. Any unwanted behaviours by the children are dealt with according to our behaviour policy. Children showing repeated unwanted or abusive behaviours would be placed on a behaviour plan agreed between staff and parents. If behaviours continued we would seek support from external agencies which could include the Local Authority behaviour support team or the Local Authority Safeguarding team.

## RESTRICTIVE PHYSICAL INTERVENTION

A restrictive intervention is defined as the use of physical force to control a child's behaviour. Restrictive physical interventions with a child should only be engaged in if the child is at serious risk of hurting him/herself or someone else. Restrictive physical interventions should involve the minimum amount of force for the minimum amount of time. All incidents of restrictive physical intervention should be reported to the DCPO using an incident reporting form (Appendix 3) at the earliest appropriate opportunity.

At Blagdon Nursery School we believe that it is quite acceptable to appropriately make physical contact with young children, for example to give reassurance to a child who is hurt or distressed. Staff should however be aware that children respond differently to touch and a child's personal boundaries should always be respected.

## PHOTOGRAPHING CHILDREN

We will not allow others to photograph or film pupils during an activity without the parent's permission. Parents will be asked to sign a consent form for photographing children during their home visit.

We will not allow images of pupils to be used on Nursery websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

We understand that parents like to take photos of or video record their children during events at the Nursery. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. At Nursery events we remind parents that photographs and video footage taken may not be posted on the internet or sent electronically. However, the Nursery cannot be held accountable for photographs or video footage taken by parents or families at Nursery functions.

## **CONFIDENTIALITY**

The Nursery, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child, or the child's family, must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child, or person closely connected to the child, may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Child Protection Officer. No member of staff, student or volunteer should assure a child or family member that they will be able to give confidentiality to anything they tell them, however they will inform them of the protections offered by involving other appropriate agencies.

### **Monitoring and Evaluation**

Implementation and day to day working of this policy will be monitored by the Designated Child Protection Officer, who will liaise with the DCPOs and Governors, and bring to their attention any concerns that the policy or procedures are not being adhered to. The DCPO will be responsible for ensuring that the policy is updated in line with changes to statutory guidance of Berkshire/Reading Safeguarding Children Boards Procedures.

As DCPO the Head teacher will report to the Governing Body annually during the summer term:

- Number of concerns that were reported to Reading Borough Council single Front door.
- Number of children on a Child Protection Plan, Child in Need Plan or Looked After Child
- Number of staff and volunteers who have received safeguarding training within the last year
- Numbers of allegations against members of staff and their outcome.
- Number of concerns reported to the Local Authority Designated Officer
- Number of Racist Incidents
- Number of Prevent referrals

### **Dissemination**

A copy of this policy will be given to all new members of staff, students and volunteers working in the Centre for a sustained or regular period. A copy is placed in the staff room and on the school website.

### **Success Criteria:**

1. Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children or their families.

2. Information on Incident Reporting Forms show that they are being completed appropriately and that incidents are being appropriately followed up.
3. Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed throughout the Centre.
4. Content of the policy remains up to date with reference to Berkshire/Reading Local Safeguarding Children Boards Procedures and all other legislation.

## **USEFUL LINKS**

**Berkshire Local Safeguarding Children Board Child Protection Procedures:**

<http://proceduresonline.com/berks/>

**Reading Local Safeguarding Children Board** [www.readinglscb.org.uk](http://www.readinglscb.org.uk)

**Department of Education The Prevent Duty June 2015**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

**Keeping Children Safe in Education September 2018**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Working together to Safeguard Children 2015**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

**Inspecting safeguarding in early years, education and skills settings Ofsted August 2016**

**NSPCC - <https://www.nspcc.org.uk/> 0808 800 5000**

[www.reading.gov.uk/concernsaboutachild](http://www.reading.gov.uk/concernsaboutachild)

## **USEFUL TELEPHONE NUMBERS:**

Children's Action Teams: 0118 937 6545

Reading Borough Council Single Front door: 0118 937 3641

Out of Hours Emergency Team: 01344 786543

Local Authority Designated Officer (LADO): 0118 937 3555

Headteacher: (DCPO) phone number: 07960 399332

Ofsted: 0300 3001231

Childline 0800 1111

## Appendix 1

### Child Protection Reporting Procedures

If you have any concerns whatsoever about a child's safety or well-being:

1. Complete the Safeguarding Children Incident Report form as soon as possible, as a matter of high priority. These forms are kept in the incident folders in each classroom.

Do not talk to anyone else about your concern at this point. If for any reason you are unsure if you should complete a form speak to the Designated Child Protection Officer or a Deputy DCPO IMMEDIATELY

2. Be sure to complete the form as fully as possible. Include the child's full name and date of birth, the date and time and your name.

3. When completing the form ensure that the information you give is clear, precise and factual. Refer to the Guidance for Completion form, which is kept in the incident folder, for further advice.

4. If the child has marks or injuries that you have noticed during the normal course of your work complete a Body Map, remembering to complete name, date of birth, date, time and signature.

5. Put the form(s) into a sealed envelope marked confidential and give it to the DCPO or a deputy DCPO. Do not hand the form to a third party to pass on: if no-one is available put it in the DCPO's office.

6. Discuss the contents of your form with the DCPO or deputy so you are clear that it has been received; know what action will be taken and what, if anything, you need to do next. If you have any support needs as a result of what you have observed or experienced make these known to the DCPO at this point or at any later stage.

7. Refer to Appendix 6 'What Happens When You Report a Safeguarding Incident' for further information on the likely outcomes of your report.

### Sharing information or the principle of Need to Know

Every case is different and therefore it is impossible to write strict guidance on who needs to be informed about an incident.

The general premise should be that the child's well-being is paramount and this should be the primary consideration when deciding what information should be shared with whom.

The discussion between the person reporting the incident and the DCPO or deputy DCPO should leave the person who made the report feeling clear about what, if anything, they should share and with whom.

Do not share information with anyone else until you have discussed the situation with the DCPO or DDCPO



# Children's *single point* of access

I'd like to  
refer a family  
for extra  
support

I'm worried  
about a  
child

I need some  
help being a  
parent

Our **Children's Single Point of Access** makes it easy for the public and professionals to tell us about concerns they have about a child or to ask for extra support for a child or family in Reading.

 [www.reading.gov.uk/childrensreferralform](http://www.reading.gov.uk/childrensreferralform)

 **0118 937 3641**

You can contact the Children's Single Point of Access from 9am-5pm, Monday to Friday.

For urgent enquiries out of hours please call the Emergency Duty Team on 01344 786 543



**Reading**  
Borough Council  
Working better with you



## Safeguarding Children Incident Report Form

<b>Name of child:</b>	<b>DOB:</b>
<b>Date &amp; Time of Incident:</b>	<b>Location: Be Specific</b>
<b>Person making report:</b>	<b>Date &amp; Time of writing report:</b>
<b>Report:</b>	
<b>Incident reported to:</b>	<b>Date and time received:</b>
<b>Signature of person making the report:</b>	<b>Date:</b>
<b>Summary of intended action:</b>	
<b>Signed:</b> DO or CPLO	<b>Date &amp; time:</b>
<b>Signature of Parent:</b>	<b>Date:</b>

Appendix 4

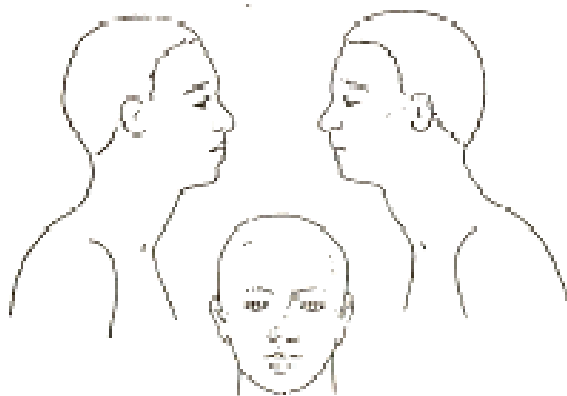
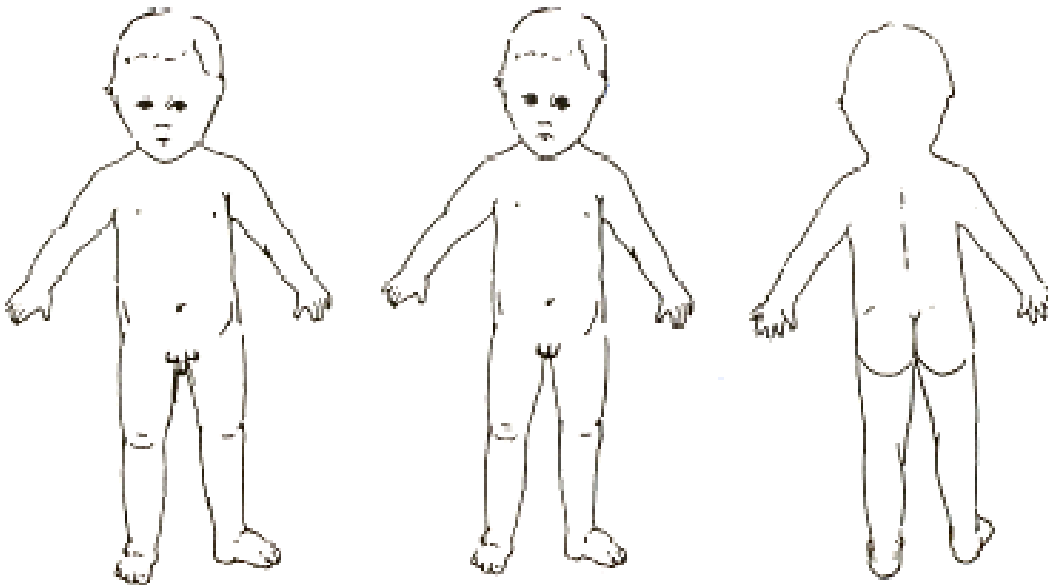
Blagdon NS & CC: BODY MAPS FOR CHILD PROTECTION ISSUES



Forename **SURNAME** Male / Female

Date of Birth Date of Observation

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Bruising fades from pink-purple-blue-brown-yellow. Do not remove clothing for the purpose of the examination. Record accurately as this may be a legal document. Pass to Designated Person on completion.



Signature of Author

Date:

PRINTED Name

Time:

**BODY MAP FOR CHILD PROTECTION ISSUES (0 - 4 years) STRICTLY CONFIDENTIAL**

## Appendix 5 - Safeguarding Children

### Child Abuse and specific Safeguarding issues

A child may be subjected to a combination of different kinds of abuse.

It is possible that a child may show no outward signs and be able to hide what is happening from everyone.

Parents from all types of backgrounds may abuse their children.

#### Sexual abuse

Sexual abuse is when a child or young person is pressurised, forced or tricked into taking part in any kind of sexual activity with an adult or young person. This can include kissing, touching the young person's genitals or breasts, intercourse or oral sex. Encouraging a child to look at pornographic magazines, videos or sexual acts is also sexual abuse. Child sex abusers can come from any professional, racial or religious background, and can be male or female. They are not always adults - children and young people can also behave in a sexually abusive way. Usually the abuser is a family member or someone known to the child, such as a family friend. Abusers may act alone or as part of an organised group. They sometimes prefer children of a particular age, sex, physical type or ethnic background. After the abuse, they will put the child under great pressure not to tell anyone about it. They will go to great lengths to get close to children and win their trust. For example, by choosing employment that brings them into contact with children, or by pretending to be children in internet chat rooms run for children and young people.

**The signs of sexual abuse:** Children who are being abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused - there may be other explanations. Physical signs of abuse:

- pain, itching, bruising or bleeding in the genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections.

**Behavioural signs of abuse:** These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.

- The child may have difficulty concentrating.
- They may show unexpected fear or distrust of a particular familiar adult.
- Sexually explicit behaviour or language, inappropriate for their age.
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.
- Starting to soil themselves.
- Sudden loss of appetite or compulsive eating.

- Becoming worried about having clothing removed.
- Talking about having a secret.
- Suddenly starting to draw sexually explicit pictures, sexualised play with dolls etc.
- Becoming isolated or withdrawn or other personality changes.

## Physical abuse

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substances, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse.

Physical abuse can have long-term effects on a child's health and development. It can cause physical injury, brain damage or disability and may lead to children developing emotional, behavioural or educational problems. For some children, these difficulties can continue in adulthood. For example, people who were physically abused as children may have problems with personal relationships and they may be more likely to treat their own children abusively. The child's age, the frequency of the abuse and how long it has been happening, all influence how much they will be affected by it. But sometimes a severe isolated incident can affect a child as badly as on-going abuse.

### The signs of physical abuse:

- Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:
- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites, scalds and burns
- Bald patches
- Inappropriate clothing, particularly in hot weather (to cover injuries).

**Behavioural signs:** If a child is being physically abused, their behaviour may change in one or more of the following ways:

- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Fear of physical contact, flinching or shrinking back if touched.

## **Neglect**

Neglect is the persistent lack of appropriate care of children, including love, stimulation, safety, nourishment, warmth, education and medical attention. It can have a serious effect on a child's physical, mental and emotional development. For babies and very young children, it can be life-threatening.

**The signs of neglect:** There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Signs of possible neglect include:

- If the child seems underweight and is very small for their age.
- Poorly clothed, with inadequate protection from the weather.
- Frequent absence from the Centre for no apparent reason.
- Constant hunger and/or compulsive scavenging.
- Untreated medical conditions.
- Poor social relationships.
- Constant tiredness.

## **Emotional abuse**

Emotional abuse is when a parent or carer behaves in a way that is likely to seriously affect their child's emotional development. It can range from constant rejection and denial of affection, through to continual severe criticism, deliberate humiliation and other ways of verbally "terrorising" a child.

**Signs of Emotional Neglect:** It can be difficult to identify when a child is being emotionally abused. But the effects are damaging and long lasting. They can lead to serious behavioural, learning, emotional or mental disorders. All of which will affect the child's chances of developing into a healthy, well-adjusted adult.

## **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs

- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- trafficking

## **Domestic Violence**

Domestic violence can affect anyone. It usually happens between two people who are in a relationship now or have been in the past. It is usually, but not always men being abusive to women, and sometimes there are other family members involved. It can also happen in same-sex relationships. Domestic violence can include physical, sexual and emotional abuse. Witnessing domestic violence can have a profound effect upon a child and can be as damaging as being directly abused.

**The signs of domestic violence:** Children who have witnessed domestic violence are often:

- Afraid
- Withdrawn
- Angry
- Lacking in confidence
- Suffering from health or sleeping problems
- Struggling at school or nursery
- Ashamed to bring friends home
- Violent or showing other behaviour problems
- Physically hurt or abused.

## Appendix 6 -FGM Guidance

The following indicators are taken from government guidelines regarding FGM:

### Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from personal, social and health education (PSHE).

### Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.



## Appendix 7- RSCB Radicalisation and Extremism Indicator Tool

The indicators below should be considered by the professional to inform what action is required and the immediacy of any action. Depending on the type and number of indicators the following actions may be appropriate:

- No action required
- Common Assessment (CAF)
- Referral to [preventreferrals@thamesvalley.pnn.police.uk](mailto:preventreferrals@thamesvalley.pnn.police.uk) or dial 101 and ask to speak to the on call special branch sergeant.

The safety of children and young people must always be the priority when considering issues of radicalisation and extremism and considering indicators should not delay referral to the appropriate agency. If any professional has a concern that a child or young person is being radicalised they must refer to the Thames valley police as set out above without delay. **In instances where there is immediate risk to a child, young person, family member or member of the public professionals must refer to Thames Valley Police by dialling 999 without delay.**

### INDICATORS

<b>Vulnerability</b>	<b>YES</b>	<b>NO</b>
<b>Identity Crisis</b> - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them		
<b>Personal Crisis</b> – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging		
<b>Personal Circumstances</b> – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy		
<b>Unmet Aspirations</b> – Perceptions of injustice; feeling of failure; rejection of civic life		
<b>Criminality</b> – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups		
<b>Experiences, Behaviours and Influences</b>	<b>YES</b>	<b>NO</b>
Has the child/ young person encountered peer, social, family or faith group rejection?		
Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?		
Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity		
Has there been a significant shift in the child/ young person’s behaviour or outward appearance that suggests a new social/political or religious influence?		
Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?		
Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?		
Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?		
<b>Social Factors</b>	<b>YES</b>	<b>NO</b>
Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?		
Does the child/ young person experience a lack of meaningful employment appropriate to their skills?		
Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?		
Does the child/ young person demonstrate identity conflict and confusion normally associated with youth		

development?		
Does the child/ young person have any learning difficulties/ mental health support needs?		
Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?		
Does the child/ young person have a history of crime, including episodes in prison?		
Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?		
Does the child/ young person have insecure, conflicted or absent family relationships?		
Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?		
Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?		
<b>Access to extremism / extremist influences</b>	<b>YES</b>	<b>NO</b>
Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)		
Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (E.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)		
Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?		
Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?		
Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?		
Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?		
<b>Travel</b>	<b>YES</b>	<b>NO</b>
Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?		
Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?		
Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?		
<b>More critical risk factors could include</b>	<b>YES</b>	<b>NO</b>
Being in contact with extremist recruiters		
Articulating support for extremist causes or leaders		
Accessing extremist websites, especially those with a social networking element		
Possessing extremist literature		
Using extremist narratives and a global ideology to explain personal disadvantage		
Justifying the use of violence to solve societal issues		
Joining extremist organisations		
Significant changes to appearance and/or behaviour		

## **Additional guidance - Prevent**

### **Risk indicators:**

- Indicators of an identity crisis:
- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Indicators of a personal crisis:
- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identify, faith and belonging

### **Indicators of vulnerability through personal circumstances:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

### **Indicators of vulnerability through unmet aspirations:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

### **Indicators of vulnerability through criminality:**

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the child/ family have access to extremist influences?
- Is there a reason to believe that the child/family has been, or is likely to be, involved with extremist organisations?
- Is the child/family known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child/family sympathise with or support illegal/illicit groups?
- Does the child/family support groups with links to extremist activity?

- Has the child/family encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child/family?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Does the child vocally support terrorist attacks?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child/family travelled for extended periods of time to international locations?
- Does the child/family have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/family display a lack of affinity or understanding for others?
- Is the child/family the victim of social isolation?
- Does the child/family demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child/family a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Has the child/family experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

**Critical indicators include where the child/family is:**

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

**Channel Panel**

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of a Channel Panel. This service shall be used where a vulnerable child is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at a serious risk of being radicalised, the head teacher or safeguarding lead must contact the LA's Channel Panel.

The Channel Panel ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The panel identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Blagdon Nursery School.

The delivery of the Channel may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social service.

