



Garden Cottage Nursery and Forest School Policy



CHILD PROTECTION AND SAFEGUARDING CHILDREN POLICY

2025



Garden Cottage Nursery and Forest School

Summary Statement of Policy: *Garden Cottage School is dedicated to safeguarding and promoting the health, safety, and welfare of all our children in our care which is of paramount importance to all the adults who work in our Nursery. Our children have the right to protection, equal opportunities, and a right to be safe in our Nursery School.*

For the purpose of this document the term School, Nursery School may be used to describe Garden Cottage Nursery Forest school.



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Garden Cottage Nursery School

SAFEGUARDING CONTACT DETAILS

Designated Safeguarding Lead:

Jane Denman 01903 877 718 jane@gardencottagenursery.com

Designated Safeguarding Lead Deputy:

Natasha Poulden 01903 877 718 jane@gardencottagenursery.com

Kirsty Tate 01903 877 718 jane@gardencottagenursery.com

Hannah Powel 01903 877 718 jane@gardencottagenursery.com

Philippa Harris 01903 877 718 jane@gardencottagenursery.com

WEST SUSSEX SAFEGUARDING CONTACTS

Integrated Front Door.

Concern about a child

To request support for a child (including Early Help and children with disabilities) or raise concerns about a child you should contact the Integrated Front Door (IFD) using **the IFD Children's Portal** found on the WSCC website

If you think a child is at risk of significant harm;

Call the IFD directly 01403 229900 9am – 5pm
Emergency of out hours duty team : 033 022 26664
In an emergency: 999

If the lines are unavailable and you need to report a safeguarding emergency call
07711 769657

The West Sussex Integrated Front Door (IFD)

Complaint against a Staff member

Should you observe any malpractice or misconduct you should follow these steps:

You should complete and submit either the online referral form **LADO Referral** or if your request is for information – **Request for information**. Both of these can be found on the WSCC website:

<https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/ladoinformation>

Policy Statement

The welfare of our pupils is the Nursery's School paramount concern. As a Nursey School we must do all that we can to promote the welfare of pupils and to ensure that children are protected from harm both within the school and beyond our direct control. The school recognises that we have a duty to protect children at risk of harm and also those children who need extra help within our care.

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

It is the responsibility of all staff, including volunteers, to read the most up-to-date '[Keeping Children Safe in Education](#)' and the School's procedures in relation to child protection and child safeguarding, which must be read and understood. It is the school's responsibility to ensure that 'mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance', and this is done through a range of activities, briefings, and updates.

This policy has been developed in accordance with the principles established by and in line with government publications and guidance, including:

- [Working Together to Safeguard Children](#)
- [What to do if you are worried a child is being abused, DfES March 2015](#)
- [Disqualification under the Childcare Act 2006, February 2015](#)
- [Early years foundation stage \(EYFS\) statutory framework](#)
- [SEND Code of Practice 0-25, 2015](#)
- [The UK Equality Act, 2010 and guidance](#)
- [The Prevent Duty](#)
- [The use of social media for online radicalization, July 2015](#)
- [Safeguarding people at risk of FGM](#)
- [Disclosure and Barring Service \(DBS\)](#)
- [National FGM Centre](#)
- [CALFB Faith or Beliefs Leaflet](#)
- [West Sussex Safeguarding children Partnership](#)

West Sussex Key Resources:

- [West Sussex safeguarding webpage](#)
- [The Local Authority Designated Officer \(LADO\)](#)
- [Childrens Learning & Wellbeing Audit \(CLAWBA\)](#)
- [Supporting Families In Your Child Care Setting](#)
- [West Sussex Prevent](#)
- [Government Prevent Duty Training](#)
- [Pan Sussex Procedures which include Bruising Protocol for non-independently mobile children and dispute resolution & escalation protocol](#)



Key Resources:

- [Working Together to Safeguarding Children](#)
- [What to do if your worried a child is being abused](#)
- [EYFS Statutory Framework](#)
- [Ofsted Early years Inspection Handbook \(EIF\)](#)
- [Keeping Children Safe In Education](#)

Useful resources:

- [Reporting online sexual abuse or other concerns](#)
- [Internet watch foundation](#)
- [Education for a connected world](#)
- [Think U know](#)
- [Childnet and Safer internet centre](#)
- [National Online Safety](#)
- [NSPCC](#)
- [STOP IT NOW!](#)
- [Afruca](#)
- [The truth about FGM](#)
- [No one noticed, no-one heard](#)
- [Dad Pad](#)
- <https://www.thinkuknow.co.uk/professionals/our-views/the-dark-web>

As part of the Nurserys inductions and safeguarding training, all staff are provided with a copy of part 1 of '*Keeping Children Safe in Education*' and the School's Child Protection (Safeguarding) Policy, they are required to read this information. They are also required to read the Professional Code of Conduct (Staff Behaviour) Policy and will be informed of the identity and contact details of the DSL. This is renewed annually.



All staff read and sign '*Keeping Children Safe in Education*', published each year. Staff are trained regularly in line with West Sussex Safeguarding Children Board (WSSCB) guidance (annually), and the school follows the procedures as set out by West Sussex Children Board.

All Staff should take their responsibility seriously by following '*Keeping Children Safe in Education*', to ensure there are effective safeguarding/child protection arrangements in place and that this policy is fully implemented; and to work together with other agencies to ensure adequate arrangements within our School to identify, assess, and support those children who are suffering harm or who need extra help.

An annual audit and review of the School's Child Protection Policy and procedures and of the efficiency with which the related duties have been discharged (responsibility of DSL). We have now 5 qualified DSLs

Aims of this Policy:

- To support each child's development in ways that will foster security, confidence, and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, confident in knowing how to approach adults if they are in difficulty or danger.
- To provide an environment and framework in which children and young people know they will be listened to.
- To raise the awareness of all assistants and non-teaching assistants of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and to ensure that we contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Local Authority and the IFD.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.



This policy works in conjunction with:

- Staff Recruitment Procedures
- Recruitment Selection and Disclosure Policy and Procedure
- Whistle blowing Policy
- Single Central Register of Appointments
- Behaviour Policy
- Missing Pupils Policy
- Uncollected Child Policy
- Mobiles and/or Digital Devices Policy
- Mobile technology Policy (including phones, I Pads, digit devices)
- Professional Code of Conduct Policy (Staff Behaviour Policy) E-Safety Policy
- Social Media Policy for Staff
- Staff Suitability Self-Declaration Form (Disclosure by Association)

2. Management of Safeguarding – roles, responsibilities and training

Jane Denman, Kirsty Tate, Philippa Denman, Natasha Poulden, Hannah Powel, are the Designated Safeguarding Lead and are responsible for safeguarding children within the school's setting and liaising with local statutory children's agencies and the Police as appropriate.

The DSL is responsible for:

- Referring a child to West Sussex Integrated Front door or relevant Children's Services in cases of possible abuse and to the LADO, within 24 hours, in cases of allegations against staff, or volunteers. The DSL will act as a focal point for staff to discuss any concerns.
- In borderline cases, such where a clear judgment cannot be made, the LADO or WestSussex Referral must be contacted for advice. The LADO's function is to provide such advice and preside over investigation of any allegation or suspicion of abuse directed against anyone working in the school. West Sussex IFD will be contacted where abuse is suspected involving any adult or young person outside of School. If a criminal offence is suspected, the police must be contacted at once.
- Completing the online PREVENT General Awareness training to be able to provide advice and support for others.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records. Child Protection concerns are kept indefinitely, which goes beyond the guidance of 25 years after the date of birth of the child.
- Ensuring that an indication of further record keeping is marked on the pupil records.
- Ensuring that either they or the deputy DSL attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which will be shared with the parents at the meeting.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their allocated key worker's.
- Ensuring the School contributes effectively to interagency working, including using, where necessary, the Common Assessment Form and local early help model.

Jane Denman, Natasha Poulden, Kirsty Tate, Philippa Harris and Hannah Powel
DSLs is responsible for:

Ensuring all new staff, including temporary staff and volunteers, must be provided with induction training that includes:

- The school's Child Protection and Safeguarding Policy
- Staff Behaviour and code of conduct Policy
- The identity of the designated person, DSLs
- A copy, or link to a copy of *Keeping Children Safe in Education*
- Training in safeguarding children which will include how to respond to a pupil who discloses abuse, or who needs extra help
- In line with the PREVENT Strategy, training in the risks of radicalization and how to identify children and young people at risk
- Reading and signing the Staff Handbook
- Reading and signing the Staff Suitability Self-Declaration Form (Disqualification by Association)
- Whistleblowing Policy The Recruitment Policy

In addition to the new staff training, **Jane Denman, Kirsty Tate, Natasha Poulden and Philippa Harris** is responsible for:

- Organising, child protection training for all DSLs and DDSs every two years. This includes inter-agency working, in accordance with locally agreed procedures and matches the description in *Keeping Children Safe in Education*.
- Organising child protection training for the all staff every year (as advised by WSSCB) and ensuring that part-time and voluntary staff who work with children are made aware of these arrangements.
- Keeping staff aware of child protection procedures and updates throughout the year.

Part-time, temporary staff and volunteers will be made aware of the arrangements and procedures.

Concerns about a child (practical advice for staff, including volunteers)

Use the [Continuum of Needs](#) for guidance and procedures to inform your thinking and analysis of need, harm and risk.

In any school there is the possibility that pupils will show signs and symptoms of abuse or will disclose to staff that they have been abused.

The notes below are intended to provide practical advice to staff on how to handle disclosures and to provide guidelines for dealing with such disclosures that must be followed by all employees of Garden Cottage Nursery School. In line with our statutory obligations the interests of the child must be paramount, though the School will also wish to take account of the interests of other pupils, staff and parents.

It is also crucial for staff to be aware of the different levels of risk and need presented by pupils, as well as the different levels of duty towards pupils in need and pupils in care, for example: The School aims always to be proactive in its duty of care. Other elements of this policy, such as that relating to extremism and radicalisation, reveal the importance the school places on proactive safeguarding.

It is the responsibility of **all** staff to act on any suspicion, concern or disclosure that suggests a child is in need of support services or is at risk of significant harm. Please refer any concerns to the DSL, who will take appropriate action (see below), although any member of staff may make a direct referral. If the suspicion, concern or disclosure involves an allegation against anyone working at the school, please pass on to the DSL in confidence and the allegation will be referred to LADO immediately before any further action is taken. If a crime has been committed it must be reported to the police.

The school will work according to the guidance and procedures of the WSSCB and with a range of agencies including the police, health and other services to promote the welfare of our pupils and protect them from harm. For those pupils who have been harmed or are likely to suffer harm the school will refer to the IFD immediately, which can bring together practitioners from a wide range of different statutory and voluntary agencies.

Although the Nursery will usually consult parents/guardians and the pupil in taking the decision to seek additional, external agency support for that pupil, consent is not required if the school has grounds to believe the pupil to be at risk of harm.

Practical advice for staff

Abuse

Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

Abuse entails the maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or another child or children. There are **four** recognized forms of

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding 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 (Munchhausen Syndrome by Proxy)

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse entails forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as



masturbation, kissing, rubbing, and touching outside of clothing. 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.

Neglect can be defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision (including the use of inadequate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs and other children.



. Specific Safeguarding issues

Some children can find themselves in more vulnerable situations. Be mindful of the following:

- [children missing education](#) – and Annex A
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gender-based violence/violence against women and girls \(VAWG\) hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [trafficking](#)
- [Witchcraft](#)



Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow school's procedure for dealing with children that go missing as laid out in the WSSCB Missing Children Policy and link:

However, if a pupil goes missing on repeat occasions, or is absent for extended periods of time, staff must inform the DSL to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The DSL will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- have been permanently excluded.

The DSL will inform the local authority of any pupil who fails to attend school or has been absent without informing the school.



Child Sexual Exploitation, & Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

Child sexual exploitation (CSE) involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

West Sussex children Board guidance

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered

West Sussex Safeguarding Children Board guidance:

FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk, but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the government guidance document - [FGM - the facts](#).

As of October 2015, it is a statutory duty to report to the police cases in which FGM appears to have been carried out on a girl under 18. The Government's procedural information for mandatory reporting of FGM can be found [here](#).

NB: It will be rare for staff to see visual evidence and they should **not** be examining pupils. **However, if a member of staff does see visual evidence, or if a pupil discloses verbally that she has had FGM, or has been 'cut', then the duty to report to the police cannot be passed on: it must be made by the individual professional who becomes aware of the case.** In such cases, please call the Police the dedicated in West Sussex Police that deals with FGM on 01903 219994 This call must be made within one working day.

In any case where staff have **any** concerns or suspicion that a pupil may be at risk of FGM or have endured FGM, normal safeguarding procedures apply. The DSL must be notified immediately. The DSL will refer to West Sussex Police without delay.

Radicalisation and the Prevent strategy

Radicalization is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and or undermine contemporary ideas and expressions of freedom of choice. The Counterterrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. Staff should be aware of the early warning signs of radicalism.

Signs and indicators of a child who is in the process of being radicalized may include:

- Self-identification, such as naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image
- Very strong devotion to a particular change, newfound patriotism
- An 'Us Versus Them' societal view e.g., seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative
- Social interaction markers, such as disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- A change in personality, emotional expressions
- Association, such as associating with extremist groups, word choice, changes in physical appearance and/or attire (although this is to be treated with caution, internet identity, travel)

As laid out in the West Sussex Prevent Partnership Group and Channel Panel information, which can be found it is recommended that all concerns raised about pupils should first be addressed to the DSL, He will consult accordingly, as per the procedures laid out in WSSCB which state that if a school or any professional has a concern about radicalization or extremism, this by definition has to be treated as a safeguarding concern and **needs to be referred to IFD**

If no immediate parental or family coercion/ support of views), school should inform parent/s/carers of the referral and manage this as with any other concern. Examples of specific risks relating to radicalisation that on their own would require a referral to children's social care include:

- A young person has a close friend or family member who has gone to a conflict zone with the intention of supporting or becoming involved in the conflict.
- A young person who is reported to hold extreme views and promote the use of violence has repeat missing episodes or a one-off episode which cause a high level of concern.
- If there are immediate concerns for a child's safety, then dial 999 in the first instance.

The DSL has undertaken the online general awareness training on Channel (as have the other DSLs and DDSLs) and Prevent training (April 2016). Further training will be undertaken as it becomes available.

DSL and staff role in preventing radicalisation:

Ensure that staff of the school are aware that you are the DSL in relation to protecting pupils from radicalisation and involvement in terrorism.

- Undertake training and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raise awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism.
- Monitor the effect in practice of the School's PSED, co-curriculum and group time to ensure that they are used to promote respect of different faiths and beliefs.
- Act as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism.
- Collate relevant information in relation to referrals of vulnerable pupils into the Channel process.

Peer on Peer abuse

Where a member of staff is aware that there is a risk of possible abuse by one or more pupils against another pupil, they must report this to the DSL, who will need to refer such abuse to local agencies if there are reasonable grounds to believe that a child is suffering significant harm (although any member of staff can make such a referral).

Local safeguarding procedures, using existing national and local protocols for inter-agency liaison with police and Children's Social Care, are thus activated. Pupils who need additional support from one or more agencies will be connected by the DSL making sure the Early Help guidance (Team Around the Family TAF) approaches are in place.

Symptoms of Abuse

Many of the following symptoms may occur for reasons other than abuse and, inevitably, some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

Neglect or Emotional Abuse

The pupil:

- May look particularly thin or unwell
- Complains of hunger, lacking energy
- Has repeated accidents, especially burns
- Is left alone at home inappropriately
- Is repeatedly unwashed, smelly
- Is kept away from school medicals
- Is reluctant to go home, especially at weekends
- Is unusually 'hard' or 'detached' when told off
- Is unable to make normal friendships

Physical Abuse

The pupil has:

- Injuries that are not adequately explained by the pupil
- Current bruising/injury with a long history of bruises and accidents
- Injuries getting progressively worse or occurring in a time pattern (e.g., every Monday morning)
- Grip marks on arms or slap marks (cheeks, arms, legs)
- Long marks which could be from a belt or cane
- Stub marks from a cigarette
- Bruising on both sides of the ear (any symmetrical bruising is suspicious)
- Teeth marks from a bite
- Bruised eyes, especially if both at once
- A reluctance to go home, especially weekends
- Constant attention seeking behaviour
- Over-pleasing/compliant behaviour
- A tendency to run away from home

Sexual Abuse

The pupil:

- ☐ May behave in a precocious sexually provocative way
- ☐ May repeatedly openly masturbate
 - May appear unhappy or isolated
- ☐ May have aggressive eruptions
- ☐ May be kept away from school medicals
- ☐ May have persistent problems with sleeping, nightmares, bedwetting
- ☐ May struggle with anorexia, bulimia, or excessive 'comfort eating'
- ☐ May be reluctant to go home
- ☐ May run away from home

Action: suspicion of abuse from observation

- ☐ Any teacher who is concerned about a pupil based on any outward symptom must be discussed with the DSL
- .
- ☐ After consultation, the Staff should ensure that the DSL is informed.
- ☐ If there is concern about an injury, the child should be sent to the Jane or Kerry to seek medical advice.

Disclosure of abuse by the pupil: The five Rs

When a pupil actually discloses that he/she has been abused the following guidelines must be followed.

RECEIVE

Listen without shock, disgust or disbelief and accept what is said. To communicate "I believe you" is vital. (It may be that it is not true but that is not for us to decide.) Give plenty of time and allow for plenty of silence.

REASSURE

It is helpful to the pupil if the adult is able to communicate something of the following:
'You're not to blame, it's not your fault'
'You're very brave to have told someone'

But do NOT make promises that you are unable to keep:
"I'll stay with you"; "everything will be ok now".
"I won't let him hurt you again"; "I won't tell anyone"

REACT

Ask open-ended questions: "Is there anything else you'd like to tell me?"
Do not ask leading questions (e.g., 'Did he also touch you anywhere he shouldn't have done?') as this may invalidate any future legal proceedings.
Do not ask 'accusing' questions: "Why didn't you tell someone earlier?"

"Why didn't you tell your Mum?"

Do not criticise the perpetrator. If it is family member emotions are going to be horribly mixed but the family staying together may well be the preferred solution. Do not ask the pupil to repeat it all for any other member of staff.

RECORD

Make notes as soon as possible afterwards. Do not record your assumptions and interpretations, just what you heard and saw. Do not destroy original notes even if you later write things up more neatly and fully.

Record date, place, time, any non-verbal behaviour, and words used to include 'pet' sexual words (if any used).

Draw a diagram if bruising is apparent to give exact location.

REFER

Confidentiality is an important principle but in cases of abuse no member of the school community can maintain absolute confidentiality. Confidentiality cannot be promised to the pupil who is disclosing. Refer all cases to the DSL who will liaise with SSCB or LADO, or other agencies for such cases.

The DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.

The school will always undertake to share its intention to refer a child to SSCB with their parents or guardians unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Hub on this point.

Essential Staff Action

- ☐ In all cases the teacher/adult to whom the disclosure of abuse is made must immediately refer the matter to the DSL. If the DSL is unavailable, then contact the DDSL.
- ☐ In all cases the DSL must be informed, and they will make the decision whether to refer or provide addition support with other inter-agency interaction. It should be underlined once more though that **anyone can refer a child to Children's Social Care if the child is at immediate risk of harm**

Inevitably some pupils will ask or plead with the teacher not to tell anyone else. In these cases:

- ☐ Do not negotiate with the child but do firmly yet sensitively explain that you must refer the matter to the DSL. Whilst we may wish to give them a day to think it over, no teacher is in the position to do so. The matter must be referred before the end of the school day.
- ☐ Do allow him/her to voice his/her fears over "What is going to happen next?" The answer is that the DSL will ring the IFD that day who will then decide on what action to take.
- ☐ In circumstances where the child is distressed, he/she should not be left unattended. Ensure another member of staff sits with him/her while you are telling the DSL. **Always remember that a child wants the abuse to stop.**

Any individual with concerns about a child or young person should share these with the DSL.

Support for Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

We provide child protection training for DSL's every year and ensuring that they cascade to all staff, part-time and voluntary staff who work with children are made aware of these arrangements, and attend, in line with the WSSCB

Looked-After children

The school ensures that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority, if the need was to arise. The DSL works closely with the Designated Teacher for Looked after Children and ensure that a designated member of staff, has responsibility for the child's welfare and progress and has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

4. Arrangements for dealing with allegations of abuse against teachers, volunteers, the DSL and the Head

All School staff including temporary staff, volunteers etc, must ensure that no situation could arise involving any of them which could reasonably be construed as acting against the safety of each child. We all understand that it is not always an easy line to draw but crossing that line or being in a position where it appears that the line has been crossed, is unacceptable, refer to the guidance in the Professional Code of Conduct (Staff Behaviour) Policy.

If you are at all concerned about anything which has occurred or which has made you uncomfortable you must inform the DSL at the earliest opportunity, even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident.

When an allegation of abuse is made against a teacher, other member of staff, or volunteer etc, the school is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. If a pupil does make an allegation about a member of staff, the member of staff receiving the allegation will immediately inform the DSL. **The DSL on all such occasions will discuss the**



content of the allegation with the Local Authority Designated Officer (LADO) at West Sussex Children's Social Care Services IFD immediately before any further action is taken.

The school will not undertake our investigation of allegation without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations (in borderline cases discussions with the LADO can be held informally without naming the school or individual). The DSL will keep written records of all conversations.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

In any case of serious harm, the police will be informed from the outset.

If there has been a substantiated allegation against a member of staff the school will work with the LADO to determine whether there are any improvements to be made to School procedure or practice to help prevent similar events in the future.

If the allegation made to a member of staff involves the DSL, then the member of staff should immediately inform the Head/Owner.

The school will follow WSSCB procedures for managing allegations against staff and in line with Part 4 of the KCSIE September 2016. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a Strategy Meeting.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Head and DSL (Safe in Education, September 2016) Should any member of staff or person (whether employed contracted, a volunteer or student) be considered unsuitable to work with children and their services are no longer used, the DBS will be promptly notified, and no later than within 14 days.

Reporting protocols and guidance

The school must be mindful that there are restrictions on the reporting and publishing of allegations against teachers and so we will make every effort to maintain confidentiality.

The school is committed to promptly report to the DBS any person (whether employed, contracted, a volunteer) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

The school understands that failure to make a report constitutes an offence. The school will not use 'compromise agreements' to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to co-operate with an investigation. We understand that have a legal duty to respond to requests from the DBS for information they hold already, and that they do not have to find it from other sources. The school recognises that compromise agreements may not apply to members of staff who leave the school under suspicion of being unsuitable to work with children. In the case of serious harm, the Police will be informed from the outset.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Early years - Disqualification by Association

Schools need to apprise themselves of the advice and take appropriate steps to ensure that no staff members are disqualified by association. This relates to all our staff

The school understands that they may not employ people to work in these settings or allow them to be directly concerned in their management, if they or others in their households are “disqualified”. The grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include, in summary, that:

- ☐ They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- ☐ Other orders have been made against them relating to their care of children
- ☐ They have had their registration cancelled in relation to childcare or children’s homes or have been disqualified from private fostering
- ☐ They are living in the same household where another person who is disqualified investigation needs to be known why.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children’s barred list.

To identify people caught by the “by association” rule, the School has asked existing employees working in the school provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives The School ask for this information as part of the pre-employment checks they undertake on appointing.

School Recruitment Procedures

The school recognizes that all adults, including temporary staff, volunteers, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern. Should any deficiencies or weaknesses in child protection arrangements be identified, by any member of staff, including temporary staff, volunteers, they must be notified immediately to the DSL so that they can be remedied without delay.

The school operates safe recruitment procedures including Disclosure and Barring Service (DBS) checks in compliance with Ofsted, and pre-appointment checks on volunteers, staff of contractors and other individuals that are not school staff or supply staff, Please refer to the School’s Recruitment, selection and disclosure policy and procedure.

Arrangements to fulfil other safeguarding responsibilities

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. Staff and Parents:

- ☐ Agree and sign up to the nursery's Terms and Conditions.
- ☐ parents give their consent for named photographs to be taken
- ☐

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If any member of staff is dissatisfied with the way that the DSL has dealt with their concern over the welfare of a pupil, they may contact the Deputy DSLs. They are also at liberty to contact the LADO, IFD, Police or other agencies independently. Always remember that the welfare of children is of paramount importance and we are all responsible



Garden Cottage Nursery