

Child Protection Policy

Bright Stars Nursery fully recognises its responsibilities for child protection.

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This policy should be read alongside the following other policies:

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|---|-------------------------------------|
| Camera and Photograph policy | Behaviour Policy |
| Mobile phone and Social Networking policy | Facebook Policy |
| E-Safety Policy | Nappy Changing and Toileting Policy |
| Whistle Blowing policy | SEN Policy |
| Prevent Duty | Medication Policy |
| Physical Intervention Policy | Risk Assessments |
| Close Relations Policy | |
- Version 9 06/08/2019

Statement of intent

At Bright Stars Nursery we intend to create an environment in which all children are safe from abuse and in which any suspicion of abuse is promptly and appropriately dealt with.

We make our intentions to safeguarding and child protection clear to all accessing our setting. A Duty of Care notice is displayed on the parent information board, clear statements are included on policies, information leaflets, recruitment and induction processes, prospectus and contracts.

We help protect the children in our care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children.

Safeguarding is the responsibility of all adults and especially those working or volunteering with children.

When concerned about the welfare of a child, staff members will always act in the interest of the child.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect or failure to act.

As a setting we support the well-being and health and safety of employees, students, volunteers, visitors to the setting and children and meet these needs identified within this policy and subsequent policies named above. (This will include mental health, SEND, physical intervention, medical conditions, first aid, intimate care, on-line safety, security)

We adhere to the statutory requirements detailed within the Statutory Framework for the Early Years Foundation Stage (Revised March 2017). We take due regard of Inspecting Safeguarding in early years, education and skills setting in ensuring that we fulfil our safeguarding responsibilities. Reference will be made throughout this policy to Working Together to Safeguard Children (July 2018)

The voice of the child

'Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. This should guide the behaviour of professionals.

The child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates.

Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.

No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.'

This information has been taken from Working Together to Safeguard Children 2015

1. Purpose of the policy

- To raise the awareness of all staff of the importance of safeguarding children and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure children and parents are aware that the setting takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all children
- To support children's development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing activities allowing for continuity and progress through all developmental stages
- To take account of and inform policy in related areas such as bullying and e-safety

There are three main elements to the safeguarding policy:

1. PREVENTION (positive and safe environment, careful and vigilant teaching, accessible support to pupils, good adult role models).
2. PROTECTION (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. SUPPORT (to children, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

2. Child Protection procedures and guidelines

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm? The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at the setting. All adults who work at Bright Stars Nursery are expected to support the Child Protection Policy. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding

Lead (DSL) if there is suspicion of abuse/neglect of a child or if a child discloses abuse or allegations of abuse.

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by;

- The Department for Education Statutory Framework for the Early Years Foundation Stage, 2017.
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2019)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)

The Designated Safeguarding Lead is a senior member of staff designated to take lead responsibility for:

- To ensure all staff, students and volunteers have appropriate induction training on Safeguarding and are aware of roles, responsibilities and procedures
- Ensure staff are competent in recognising the signs and symptoms of abuse
- To ensure up to date, relevant training or resources are sought
- To ensure the safeguarding policy is reviewed annually or as appropriate and information cascaded
- Ensure all staff, volunteers and students have access to and understand Bright Stars Childcare and Education safeguarding policy
- Ensure parent/carers have access to the safeguarding policy, which alerts them to the fact that referrals may be made, our duty of care and procedures
- Liaise with the deputy Designated Safeguarding Lead and practitioners to support concerns, documentation of records, information or referrals
- To ensure staff are aware of the setting Whistle Blowing policy and the procedures to follow
- Understand and participate in early help assessments and processes for early help
- Liaise with the local authority and local safeguarding children board
- Work in partnership with other agencies; referrals and support; information sharing
- Support use of the Case Resolution protocol where appropriate
- Ensure a culture of listening to children and taking account of their feelings and wishes.

The Designated Safeguarding Lead is: Jackie Day

The Deputy Designated Safeguarding Lead role and responsibilities;

- To work in partnership with children, parents and carers
- Refer cases of suspected abuse or allegations to the relevant agencies

- To be aware of Information Sharing Guidance, July 2018-advice for practitioners providing safeguarding services to children, young people, parents and carers
- Ensure detailed, accurate written record of referrals
- Keep written, chronological records of concerns
- Follow up concerns if they are not satisfied with the local authority children's social care response
- Support use of the the **Case Resolution Protocol** where appropriate
- Ensure all records are kept confidentially and securely until the child reaches 25 and ensure they are copied onto the next education provider
- Liaise with the **DSL** (Jackie Day) to inform of any Safeguarding issues/ongoing investigations
- Liaise with other agencies and professionals as necessary and appropriate
- Attend at case conferences, core groups or other multi-agency planning meetings
- Contribute where appropriate to assessments, reports.
- Attend relevant training as appropriate
- To complete annual safeguarding audits as appropriate

The Deputy Designated Safeguarding Leads are:

Becca Stone and Shelley Ward

Under the Ofsted Safeguarding requirements, published August 2016, there will be a designated member of staff for safeguarding available at all times that the setting is open, to allow staff to discuss any safeguarding concerns.

3. Safer Recruitment

Bright Stars Childcare and Education Ltd are committed to safeguarding and promoting the welfare of children and expects all staff, students and volunteers to share this commitment.

- When a job is advertised it will include a clear message about Bright Stars commitment to safeguarding children.
- Application forms will be used
- All applicants either voluntary or paid will be interviewed before a job offer is made and will be asked to provide at least two referees. All such references will be followed up and a job offer will be made on condition of a Vetting and Baring Check and references.
- A Vetting and Baring Enhanced Disclosure is obtained for **all** new appointments to our setting Bright Stars Nursery. We are committed to ensuring an up to date single central record is kept, detailing staff qualifications, identity checks and vetting processes (including the disclosure reference number).
Any practitioners appointed to the post that have an overseas qualification will have them checked by NARIC UK. Further checks will be completed on persons that have lived or worked outside of the UK.

- Practitioners are required to complete 6 monthly declarations; this will document convictions, cautions, court orders, reprimands or warnings which may affect their suitability to work with children. Practitioners are **responsible** for informing management of any changes immediately and will update their declaration appropriately.
- Practitioners must also disclose any convictions or disqualification of persons living in the same household.
(Disclosure under the Childcare Act 2006, published Feb 2015)
- **Jackie Day** has undertaken Safer Recruitment Training, has completed refresher training on 4th May 2016. (face to face training), which will be refreshed as required.

4. Staff training and induction

- The Designated Safeguarding Lead will attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance, skills will be refreshed at least annually.
- The whole-setting staff group will receive safeguarding training at least every two years with annual up-dates and notifications of any necessary changes, reminders being made available as required.
- All new staff, volunteers and governors will receive Safeguarding induction to ensure understanding of the Child Protection Policy.
- The CP policy and Code of Conduct will be provided to all staff, including temporary staff and volunteers on induction.
- Regular support and supervisions allow practitioners the opportunity to reflect on and discuss any safeguarding issues or concerns that they may have. Safeguarding will be added to the agenda for staff training or meetings.

5 Safer working practice

Safe working practice ensures that children are safe and that all staff, students and volunteers;

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Discuss and/or take advice from management over any incident which may give rise to concern
- Record any incident of decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Are aware of the setting Confidentiality policy and Employee Code of Conduct

- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Are aware of the setting Social Networking policy

(We take guidance from the WSCB Social Networking policy, 2016).

6. Staff Behaviour

We have high expectations of our employees and expect practitioners to behave in an appropriate and professional manner.

Practitioners must be aware that while they are caring for other people's children, they are in a position of trust and their responsibilities to them and the organisation must be uppermost in their mind at all times.

The child's welfare is paramount (Children Act 1989).

Positive behaviour is promoted consistently across the setting, staff will use de-escalation techniques and alternative strategies to support the individual needs of the children. Restraint is only ever used to protect the child or those around them. All incidents are recorded and shared with the parent/carer.

Please refer to the setting Behaviour policy and Physical Intervention Procedure.

All adults working with children at the setting have a responsibility to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, children and young people, public in general and all those with whom they work in line with the Bright Stars Nursery's code of conduct.

Adults in contact with children and young people should therefore understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting. We also expect professional conduct when attending training, meetings, trips and events in the local community or visiting other settings.

Please refer to the setting Code of Conduct

7. Managing allegations against staff and volunteers

The Allegation Management WSCB flowchart has been included in Appendix 1.

Bright Stars Nursery follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom, parent notice board and adult cloakrooms for easy reference.

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Manager; **Jackie Day** or Owner; **Laura Prior-Mangum** who will refer to the appropriate designated officer(s) from the local authority:

Wiltshire Designated Officer: 01225 713945 or MASH on 0300456 0108

Any concern or allegation against the Manager will be reported to the Owner; **Laura Prior-Mangum** without informing the Manager.

Where there are concerns about the Owner this should be referred to the manager.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

Bright Stars Childcare and Education Ltd will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and dealt with by the Manager and, if appropriate, the owner.

If you have concerns about a colleague; if staff members have concerns about another staff member or volunteer than this should be referred to the Manager/Owner.

Where there are concerns about the Manager this should be referred to the Owner.

Where there are concerns about the Owner this should be referred to the manager or childcare

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The setting's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Escalation

The **Case Resolution Protocol** replaces the WSCB Escalation Policy.

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice.

Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

The Case Resolution Protocol document sets out how significant case disagreements will be managed in Wiltshire. In doing so it seeks to be more than an Escalation Procedure essentially it seeks to set out an approach to resolving conflict and to ensuring children's needs remain at the heart of all we do.

Please refer to the **SVPP Case Resolution Protocol flowchart**; Resolving disagreements about a case will be displayed within the setting.

8. All adults who work or volunteer with children should be able to identify concerns about child abuse. The four types of abuse, described in Working Together to Safeguard Children 2015 are:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

Bruising and Injuries to non-mobile children: actual or suspected injuries or bruising in children who are not independently mobile

Terminology

Not Independently Mobile: a baby who is not crawling, bottom shuffling, pulling to stand, cruising or walking independently. Includes all children under the age of six months and any children with a disability who are not able to move independently. Babies who can roll or sit independently are classed as non-mobile for the purposes of this document.

Bruising: blood coming out of the blood vessels into the soft tissues, producing a temporary, non-blanching discolouration of skin however faint or small with or without other skin abrasions or marks. Colouring may vary from yellow through green to brown or purple. This includes petechiae, which are tiny red or purple non-blanching spots, less than two millimetres in diameter and often in clusters.

Minor injuries may include (but are not confined to) torn frenulum; grazing; abrasions; minor cuts; blisters; injuries such as bruises, scratches, burns/scalds, eye injuries e.g. sub-conjunctival hemorrhages/corneal abrasions, bleeding from the nose or mouth, bumps to the head.

Any bruising, fractures, bleeding and other injuries such as burns should be taken as a matter of enquiry and potential abuse unless otherwise evidenced.

While professional judgement and responsibility always have to be exercised, it errs on the side of safety to require that professionals refer to Children's Social Care all children with bruising or injuries who are not independently mobile.

Please also refer to the setting information on; WSCB PROTOCOL, Bruising and Injuries to non-mobile children

Specific safeguarding issues:

Child Sexual Exploitation;

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

For detailed information please refer to the Child Sexual Exploitation and Abuse Handbook (February 2017).

Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms an extremism leading to terrorism.

Extremism:

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

Please refer to the Prevent Duty Policy

Disqualification:

Disqualification under the Childcare Act 2006, February 2015.

Practitioners, students, volunteers at the setting are required to complete declarations six monthly or as required. (Please refer to the section under safer recruitment)

Private Fostering:

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or close relative. (Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts) This a private arrangement, made between a parent and a carer for 28 days or more.

There is a duty on the part of the parents and prospective carer's entering into private fostering arrangements to notify their local authority. This is in order to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

Local authorities have a legal duty to safeguard the well-being of privately fostered children. Once notified Children's Social Care will visit the child and carer and undertake an assessment of the placement and offer support as appropriate.

Bullying (including cyber-bullying)

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender.

Bullying behaviour can be:

- **Verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **Physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **Social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- Children not getting along well
- A situation of mutual conflict
- Single episodes of nastiness or random acts of aggression or intimidation.

Cyber-bullying can be defined as ‘the use of modern communication technologies to embarrass, humiliate, threaten or intimidate an individual in the attempt to gain power and control over them.’

We recognise that bullying can take place within the work place and amongst children peer to peer, this information therefore should be read in conjunction with the setting Behaviour policy, E-safety policy and setting Code of Conduct.

Domestic Violence

Domestic Abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those age 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse; psychological, physical, sexual, financial and emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capabilities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim (Home Office, 2015)

The impact of **all** domestic abuse is harmful to children. The impact on children;

- 20% of children in the UK have been exposed to domestic abusive
- Seeing and hearing domestic abuse is emotionally abusive and children exposed to domestic abuse are three to four times more likely to experience physical violence and neglect
- Children and young people are likely to experience a range of emotional and behavioural responses including, fear, anxiety, worry, anger and aggression.
- Childhood experience of domestic violence is associated with depression in adult life

As an early years setting Bright Stars nursery is now a part of Operation Encompass, a partnership between Wiltshire Police and schools and early years settings to support children and families affected by domestic abuse. As of September 2017, we will be informed within one working day of every incident where a child or young person has been affected by domestic abuse. Information will be shared securely via EGRESS, the Key Adult responsible for receiving information is **Jackie Day, Designated Safeguarding Lead DSL**.



In the absence of the Key Adult the Deputy Key Adult (DKA) will be responsible;

Becca Stone and Shelly Ward (Deputy Designated Safeguarding Lead) (DDSL) (DKA)

This allows for us to offer appropriate support and make provision for the possible difficulties experienced by children and their families. All information received is confidential and as such will be stored securely and shared only on a need to know basis, in line with information sharing procedures.

Information Sharing (HM Government 2015) “Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.”

The setting webpage and prospectus has been updated with the information accordingly and is shared via our Child Protection leaflet, upon child/parent induction.

For further information and guidance please refer to factsheets and flowchart for children affected by domestic abuse.

Bright Stars Nursery recognises other safeguarding issues, definitions of which can be found in appendix A;

Drugs, female genital mutilation, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, mental health, sexting, teenage relationship abuse, trafficking, poor parenting, particularly in relation to babies and young children.

The setting will endeavor to identify and act upon any forms of abuse according to our procedures. For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 2.

9. Early Help

Early Help

At Bright Stars nursery all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child’s needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

10. Responding to disclosures: guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- Stay calm
- Reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell them that you believe them and are taking what is being said seriously
- Tell the child what you are going to do next after the disclosure

Be honest

- Do not make promises that you cannot keep

- Explain that you are likely to have to tell other people in order to stop what is happening

Record on the appropriate form exactly what the child has said to you as soon as possible. Do not interview the child and keep questions to a minimum, include the following into the form:

- Child's name, address, date of birth
- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state

The Child Welfare and Child Protection Concern Sheet is included in Appendix 3a.

An overview sheet is also available for quick reference, refer to Appendix 3b for further details.

Maintain confidentiality

- Only tell those people that it is necessary to inform

Do not take sole responsibility

- Immediately consult your Deputy Designated Safeguarding Lead or Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
- The Designated Safeguarding Lead will consider the information and decide on the next steps.

11. Reporting concerns

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom, parent notice board and adult cloakrooms for easy reference.

The 'What to do' flowchart has been included in Appendix 4.

Where any adult in the setting has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy. In exceptional circumstances, staff members can speak directly to Children's Social Care.

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 Out of hours: 0300 456 0100

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on 999.

Sharing Concerns with Parents

The setting shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and

confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Bright Stars Nursery will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with Bright Stars Nursery.

The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as, the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department. This is clearly laid out in our registration document, our prospectus and as part of the induction process. A full copy of the setting Child Protection Policy is available upon request.

Bright Stars Nursery closely monitors children's attendance at the setting and will engage with parents/carers should a child not attend for 3 consecutive sessions or more, where the setting has not been made aware of the absence or reason for it.

Any concerns about a child's absence or repeated absences should be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Our setting safeguarding statement is clearly displayed on our Parents Information Board

Recording concerns

When a concern about a child is raised by an adult in the setting, that person is responsible for making a written record of the disclosure as soon as possible after reporting it urgently to the Designated Safeguarding Lead, or their deputy.

Discussions should be recorded on the child welfare and CP record form (see Template in Appendix 3), with details of the concern and any agreed action that is to be taken. The records must be signed and dated.

Record keeping of child protection concerns

The setting will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted (see Template in Appendix 3a), including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name. The Deputy/Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Ensure that all child protection records relating to a child who moves to another setting or school are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this setting. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

- Information sharing –internal process Information concerning students at risk of harm will be shared with all members of staff on a “need to know” basis. The Designated Safeguarding Lead will make a judgement in each individual case about who needs and has a right to access particular information.

12. Monitoring of children subjected to a CP Plan

Pupils who are the subject of a Child Protection Conference, or are looked after will have either an agreed multi-disciplinary action plan or child protection plan. The Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The setting recognises that children who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The setting will ensure that appropriate support is in place at the setting.

Information relating to looked after children, or those on a Child Protection Plan will be obtained as part of the registration process. Registration forms are completed by parent/carers prior to their child starting at the setting which allows for appropriate liaison or support from the onset.

Child in Need

Legal definition of Child in Need;

Under section 17 (10) of the Children Act 1989, a child is a Child in Need if;

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision for him/her of services by the local authority.
- His/her health or development is likely to be significantly impaired or further impaired, without the provision for him/her of such services;

Or

He/she is a disabled child

Information relating to adopted children

Once an adoption order has been made there must be nothing that identifies the child’s birth name or family. Documents that are held, for example, child protection conference minutes/LAC review minutes, should be destroyed.

13. Children with Special Educational Needs or Disabilities

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore, adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication
- Learning and processing information

- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

The SEND service can be contacted on 01225 757 985.

14. Follow-up support of vulnerable children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The setting may be the only stable, secure and predictable element in the lives of children at risk. When attending the setting their behaviour may be challenging and defiant or they may be withdrawn. The setting will endeavor to support the children through:

- Key person
- The content of the activities
- The setting's ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- Liaison with other agencies supporting the child such as Children's Social Care, Children's Centre's, the SEND team, etc. and where appropriate initiate and/or contribute to a CAF and Team around the Child (TAC) meetings.

In order to create a culture of safety in the setting, Bright Stars Nursery will ensure that safeguarding is a standing item on all meetings agendas.

15. Welcoming other professionals

Visitors with a professional role, such as social workers will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the setting should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the setting will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear an I.D. badge if required to do so. Visitors to the site will be accompanied.

16. Off-site visits

Appropriate risk assessments must be in place prior to any off-site visit taking place. +

The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Manager, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

17. Mobile phones, cameras and SMART watches.

Mobile phone use is **NOT** permitted in any of the nursery rooms, including bathroom areas.

Employees, students and volunteers will have a locker allocation and are required to keep mobile phones locked inside. These are accessible within the staff room at designated break times, or at the discretion of the management. **SMART watches are not permitted** within the nursery rooms.

Parents or visitors to the setting are not permitted to use mobile phones within the nursery, and visual signs are displayed throughout the setting, information is contained within the parent contract, parent induction form and visitor signing in book. (Full information is contained within the mobile phone and social networking policies). (WSCB Social Networking Procedure)

Visitors to the setting are required to keep mobile phones locked in the setting safe or taken off the premises.

A pay as you go mobile phone is accessible to take out on trips or during emergency evacuations. This is located in the filing cabinet of the foyer and is accessible by the management team.

E-Safety procedures are contained within the e-safety policy and practitioners are required to sign an Acceptable Use Agreement. Information on e-safety is provided to parents and carers by an information leaflet.

Where parent activities or events are held within the setting the nursery will be responsible for taking photographs, for observations or displays. Parents wanting to access a photograph of their child can do so on request. We **do not** permit the use of video recording of children within the setting by parents, carers or visitors.

Personal data is collected, stored and used in accordance with the principles of the Data Protection Act and ICO, we take due regard of the Information Sharing Advice (HM Government; March 2015)

Collection of children

We follow rigorous procedures to ensure the safe collection of children, and have security measures in place, including nominated passwords. Parents are required to inform the setting if someone other than the parent(s) or carer(s) are collecting their child and inform of the nominated person to collect. The minimum age for persons collecting children is 16 years, unless they are a parent or guardian.

We will not release a child to a parent or guardian, or nominated person if we feel that they may be under the influence of drug, substance or alcohol abuse. This will ensure that a child's safety is not compromised. If an employee is concerned about the collecting adults' competency they must immediately speak to the DSL or DDSL.

Policy review

Bright Stars Nursery will undertake a six-monthly review, or as deemed necessary of the setting's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

Statutory framework (3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18)

Jackie Day

Review and update of policy: 06/08/2019

Date of next review: 06/12/2019 or as required

Definitions

Appendix A

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages.

Honour Based Abuse / Forced Marriage

A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community.

Honour based abuse is a form of domestic abuse which is perpetrated in the name of so called 'honour' and might include; domestic abuse, threats of violence, sexual or psychological abuse, forced marriage, being held against your will or taken somewhere you don't want to go, assault.

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

Fabricated or induced illnesses

The fabrication or induction of illness in children is a relatively rare form of child abuse.

Carers exhibit a range of behaviours when they wish to convince others that their child is ill.

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

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

For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard the welfare of children.

The majority of cases of fabricated or induced illness in children are confirmed in a hospital setting because either medical findings or their absence provide evidence of this type of abuse.

Female Genital Mutilation

All procedures that involve partial or total removal of the external genitalia, or other injury to the female genital organs for non-medical reasons. Recognised internationally as a violation of human rights of girls and women.

Type 1 FGM: Clitoridectomy

Partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

Type 2 FGM: Excision

Partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina).

Type 3 FGM: Infibulation

This practice is extremely painful and distressing, damages sexually sensitive skin and is an on-going infection risk.