



St Thomas Centre Nursery School

Safeguarding and Child Protection Policy

Article 3 (best interests of the child) *The best interests of the child must be a top priority in all decisions and actions that affect children*

Article 18 (parental responsibilities and state assistance) *Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.*

Article 19 (protection from violence, abuse and neglect) *Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them*

At St Thomas Centre Nursery School we follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the governments PREVENT Strategy.

Name	
Role	
Date	
Signature	
Next review	

This model policy will be reviewed regularly and may be revised and updates. The governing body authorises appropriate persons to accept updates in matters of detail between reviews and inform staff of these changes. The details of these changes will be listed in the codicil insert.

The following persons are authorised to approve minor changes between reviews:

Chair of Governors - Sally Andrews

Safeguarding Lead Governor - Sally Andrews

Vice Chair of Governors - Javed Sethi

Safeguarding means proactively seeking to involve the whole community in keeping Children safe and promoting their welfare.

Child protection is a central part of safeguarding and promoting welfare. It is the process of protecting individual children identified as either suffering or at risk of suffering significant harm as a result of abuse or neglect

CONTENTS

1. INTRODUCTION
2. OVERALL AIMS
3. KEY PRINCIPLES
4. KEY PROCESSES
5. EXPECTATIONS
6. ROLE OF THE DESIGNATED SAFEGUARDING LEAD
7. THE GOVERNNG BODY
8. A SAFER SCHOOL CULTURE
 - Safer Recruitment and Selection
 - Staff Support
9. OUR ROLE IN THE PREVENTION OF ABUSE
 - The Curriculum
 - Other Areas of Work
10. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO RADICALISATION
 - Risk Reduction
 - Response
 - Channel
11. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXPLOTATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING
 - Reporting of FGM
12. CHILDREN MISSING IN EDUCATION
13. WHAT DO WE DO WHEN WE ARE CONCERNED

PART 2: THE KEY PROCESSES

14. INVOLVING ARENTS AND CARERS
15. MULTI AGENCY WORK
16. OUR ROLE IN SUPPORTING CHILDREN
17. RESPONDING TO ALLEGATIONS ABOUT A MEMBER OF STAFF
18. CHILDREN WITH ADDITIONAL NEEDS
19. CHILDREN IN SPECIFIC CIRCUMSTANCES

- **Private Fostering**
- **Specific Circumstances**

20. ADDITIONAL INFORMATION

- **Welfare requirements**
- **Recording and reporting procedures**
- **Procedures**
- **Training**
- **Visitors**
- **Safeguarding notices**
- **Good practice**

21. REVIEW

At St Thomas Centre Nursery School we value all of our children and families. We celebrate our rich cultural and religious diversity and promote mutual respect. We are an inclusive setting and our ethos and curriculum enables children to be independent learners- making choices and building strong relationships particularly with their peers. We encourage this by structuring the environment and timetable to enable individual, paired, small and large group activity. We have certain rules that children and adults must follow. This enables a safe learning environment. All of these form our framework for promoting British values-democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs.

Linked Policies

Staff Code of Conduct

IT Users Policy

- **Acceptable use of the internet statement**
- **Data Protection**

Freedom of information

E-Safety Policy

Information Recording, Retention and Security Policy

Safer Recruitment Policy

Whistleblowing

Confidentiality Policy

No platform Policy

Dignity at Work - Policy and Procedure - All Staff

Equal Opportunities Policy

Behaviour Policy

- **Care and Control**
- **Anti Bullying**

Inclusion and Special Educational Needs Policy

Complaints Policy

Admissions, Attendance and Time Keeping Policy

Health and Safety Policy

Educational Visits Policy

Home Visit Policy

Sun Protection Policy

Missing Child and Non-Collection of Children Policy

Safe Sleep

Keeping Children Safe in Education - Safeguarding Advice for Parents Carers

Local Authority Model Policies in Italics

CHILD PROTECTION POLICY

1. Introduction

1.1 St Thomas Centre Nursery School is committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times. This policy applies to all staff, volunteers, students and governors. It should be read with reference to other relevant policies which promote children's welfare and safety. The procedures apply to all young people regardless of gender ethnicity, disability, sexual orientation or religion.

Our child protection policy and safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

1.2 Safeguarding is defined as -

- **Protecting children from maltreatment**
- **Preventing impairment of children's health or development**
- **Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and**
- **Taking action to enable all children to have the best life chances.**

Raising awareness of child protection issues is a priority both in staff development and in our work with other agencies. Throughout this policy we reference and take into account the most recent issue of DofE document '*Keeping Children Safe In Education*' Statutory guidance for schools and colleges. (SEE PART THREE)

1.3 St Thomas Centre Nursery School will fulfil local and national responsibilities as laid out in the following documents:-

- **Working Together to Safeguard Children (DfE most recent issue)**
- **Keeping Children Safe in Education Statutory Guidance for Schools (DfE) (the most recent version)**
- **The Procedures of Birmingham Safeguarding Children Board www.lscbbirmingham.org.uk**
- **The Education Act 2002 s175**

- **Mental Health and Behaviour in Schools: Departmental Health Advice (DfE 2014).**
- **Sexting in Schools and Colleges- responding to incidents and safeguarding young people (UKCCIS 2016)**

We believe:

- All children have the right to be protected from harm.
- Children need to be safe and to feel safe in school.
- Schools can contribute to the prevention of abuse.
- Children need support that matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to speak freely and voice their values and beliefs;
All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs - a happy healthy sociable child/young person will achieve better educationally
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviour
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

2. Overall Aims

2.1 This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe , resilient and robust ethos in the school
- Introducing appropriate work within the EYFS curriculum;
- Developing staff awareness of the causes of abuse;
- Encouraging pupils and parental participation in practice; and
- Addressing concerns at the earliest possible stage
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;

- Developing staff's awareness of the risks and vulnerabilities their Children and families face;
- Reducing the potential risks children and families face of being exposed to violence, extremism, exploitation, or victimisation

2.2 This policy will contribute to supporting our children by

- Identifying and protecting the most vulnerable
- Identifying needs where possible
- Designing plans to meet those needs

2.3 This policy will contribute to the protection of our children by:

- Including appropriate work within the EYFS curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils, parents and agencies.

3. KEY PRINCIPLES

3.1 These are the key principles of child protection work, as stated by *Birmingham Safeguarding Children Board*:

- *Always see the child first.*
- *Never do nothing.*
- *Do with, not to, others.*
- *Do the simple things better.*
- *Have conversations, build relationships.*
- *Outcomes not outputs.*

3.2 In addition the Safeguarding boards Board has identified the following key safeguarding messages for schools.

- Every child is entitled to a rich and rounded curriculum.
- Schools operate with public money: this should be spent wisely, targeting resources on the evidenced needs of children at school now. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, head teachers should speak out, addressing

them internally where possible and escalating them when this is unsuccessful.

4 KEY PROCESSES

All staff should be aware of the guidance issued by *Birmingham Safeguarding Children Board* on -

- [Right Services Right Time](#), and [Early Help](#)

5. EXPECTATIONS

5.1 All staff and visitors will:

Be familiar with this Child Protection and Safeguarding Policy:

- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Understand their role in relation to safeguarding
- Be involved in the implementation of individual education programmes, Early Help Plans and support plans, child in need plans and interagency child protection plans;
- Record concerns and give the record to the Designated Safeguarding Lead *Sue Bennett or Alison Harris*
- Deal with a disclosure of abuse from a child in line with the Guidance (**APPENDIX TWO**). You must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible;

5.2 All staff will receive annual safeguarding and child protection training and update briefings as appropriate. Key staff will undertake more specialist Child Protection training as agreed by the Governing Body.

6. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Leads on the senior leadership team with lead responsibility and management oversight and accountability for child protection are **Sue Bennett and Alison Harris**. They will be responsible for coordinating all child protection activity.

The deputy DSLs are Lauren Davidson, Daphne Cryan, Sariah Majeed, Emma Capewell, Lauren Coates, Muniba Ozdemir, Rhiannon Hyde who will support the DSL within the role and deputize when the DSL is not in school.

The Safeguarding Champion is Fusna Khatum

Designated Personnel

The Centre has 11 staff who have completed Designated Safeguarding Lead training :

- Headteacher: Sue Bennett- Lead DSL
- Nursery Manager: Alison Harris Lead DSL
- Kelly Bagnall: Children's Centre Locality Manager (Lead DSL for Locality)
- Deputy Headteacher: Lauren Davidson
- Daphne Cryan: Teacher
- Muniba Ozdemir: Teacher
- Lauren Coates : Teacher
- Senior Nursery Officer: Emma Capewell
- Senior Nursery officer: Sairah Majeed
- Rhiannon Hyde : Playworker
- Nilmini Parvera: Senior Family Support Worker

The Designated Safeguarding Lead:

6.2 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

6.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken.

6.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

6.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least

the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

6.6 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.

6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

6.8 Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

6.9 If a **child** moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from **nursery** to primary schools. We will record where and to whom the records have been passed and the date.

6.10 If sending by post **children's** records will be sent by "Special/Recorded Delivery". For audit purposes a note of all **children's** records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

6.13 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

6.14 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

7. THE GOVERNING BODY

7.1 The governing body for child protection is the accountable body for ensuring the safety of the school.

7.2 The governing body will ensure that the school:

- Has a combined safeguarding and child protection policy in accordance with the procedures of Birmingham Safeguarding Children Board;
- Operates, "safer recruitment" procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers;
- Has at least one senior member of the school's leadership team acting as a Designated Safeguarding Lead for Child Protection;
- Ensures that the Designated Safeguarding Lead attends appropriate refresher training every two years;
- Ensures that the Head Teacher and all other staff who work with children undertake training at three yearly intervals.
- Ensures that temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
- Remedies any deficiencies or weaknesses brought to its attention without delay;

7.3 The governing body reviews its policies/procedures annually.

7.4 The Nominated Governor for child protection at St Thomas Centre Nursery School is **Sally Andrews**. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Leads over all matters regarding child protection issues. The role is strategic rather than operational - they will not be involved in concerns about individual pupils.

7.5 The Nominated Governor will liaise with the Head Teacher/Principal and the Designated Safeguarding Lead to produce a report at least annually for governors.

7.6 The nominated governor will liaise with the Head Teacher to undertake the safeguarding audit for governors and the local authority (s175).

7.7 A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

8. A SAFER SCHOOL CULTURE (SEE SAFER RECRUITMENT POLICY)

8.1 The school pays full regard to 'Keeping Children Safe in Education (the most recent). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

8.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

8.3 Sue Bennett, Lauren Davidson, Alison Harris, Sally Andrews have undertaken appropriate Safer Recruitment training. (One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel).

8.4 We recognize that staff working at St Thomas Centre Nursery 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;

8.5 Regular Supervision will be offered to the DSLs within the school, usually half termly and may be extended to other members as deemed appropriate by the school.

9. OUR ROLE IN THE PREVENTION OF ABUSE

9.1 We will provide opportunities for **children** to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

9.2 The Curriculum: The Early Years Foundation Stage 2014 framework

The Early Years Foundation Stage (2014) identifies the areas of learning and development for babies and young children up to the end of their reception year in school.

As practitioners we plan and support with reference to this document. In particular the area of Personal, Social and Emotional Development promotes children's development of positive self-esteem and wellbeing and encourages children to develop positive relationships with other children, and adults, manage their own behaviour and develop respect of self and others.

As adults (practitioners and parents alike) we have a responsibility in promoting positive behaviour and demonstrating these in our day to day interactions with our youngest citizens. By acting as good role models children will learn how to be strong and will positively contribute to our community and the wider society as they grow into adulthood.

9.3 Relevant issues will be addressed through other areas of the curriculum, for example, **group times**. Also parents will be supported to develop their own knowledge and understanding and skills in areas such as e-safety and bullying etc.

9.4 Other areas of work

All our policies which address issues of power and potential harm, for example equal opportunities, handling, behaviour, will be linked to ensure a whole **centre** approach.

9.5 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that **children** are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

10.. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXTREMISM,

10.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

10.2 St Thomas Centre Nursery School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both **children and staff have** the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

10.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation **St Thomas Centre Nursery School** is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from radicalisation is part of the schools safeguarding policy.

10.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

10.5 St Thomas Centre Nursery School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

10.6 The **Schools** governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's Special Educational Needs and Disabilities (SEND) policy, the use of school premises by external agencies, integration of **children** by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

10.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

10.8 With effect from 1st July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

10.9 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

More information on these factors is in Appendix 4.

10.10 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for St Thomas Centre Nursery School is Sue Bennett and Alison Harris . The responsibilities of the SPOC are described in Appendix Five.

10.11 Staff of St Thomas Centre Nursery School will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

10.12 When any member of staff has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC, and to the Designated Safeguarding Lead if this is not the same person.

10.13 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

10.14 Channel

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

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

10.15 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

10.16 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

11. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING www.lscbbirmingham.org.uk

11.1 Our safeguarding policy above through the **school's** values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

11.2 Our **school** keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

11.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

11.4 Our **school** works with and engages our families and communities to talk about such issues,

11.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

11.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

11.7 Our **school** brings in experts and uses specialist material to support the work we do.

11.8 Reporting of female genital mutilation

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

11.9 When a teacher at St Thomas centre Nursery School has reasons to suspect that an act of FGM has been carried out on a pupil / student, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

12. CHILDREN WHO GO MISSING FROM EDUCATION

12.1 A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil / student goes missing for an extended period, or on repeat occasions.

12.2 The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school, regardless of designation, must also notify the local authority of any pupil/student who is deleted from the admission register because s/he -

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

12.3 Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered missing.

13. WHAT WE DO WHEN WE ARE CONCERNED

13.1 Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the **child** into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the **child's** family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

- 13.2 In this situation, we will utilise the Right Services Right Time (RSRT) model to consider the needs of the family and in discussion with the parent and the young person (as far as possible) -

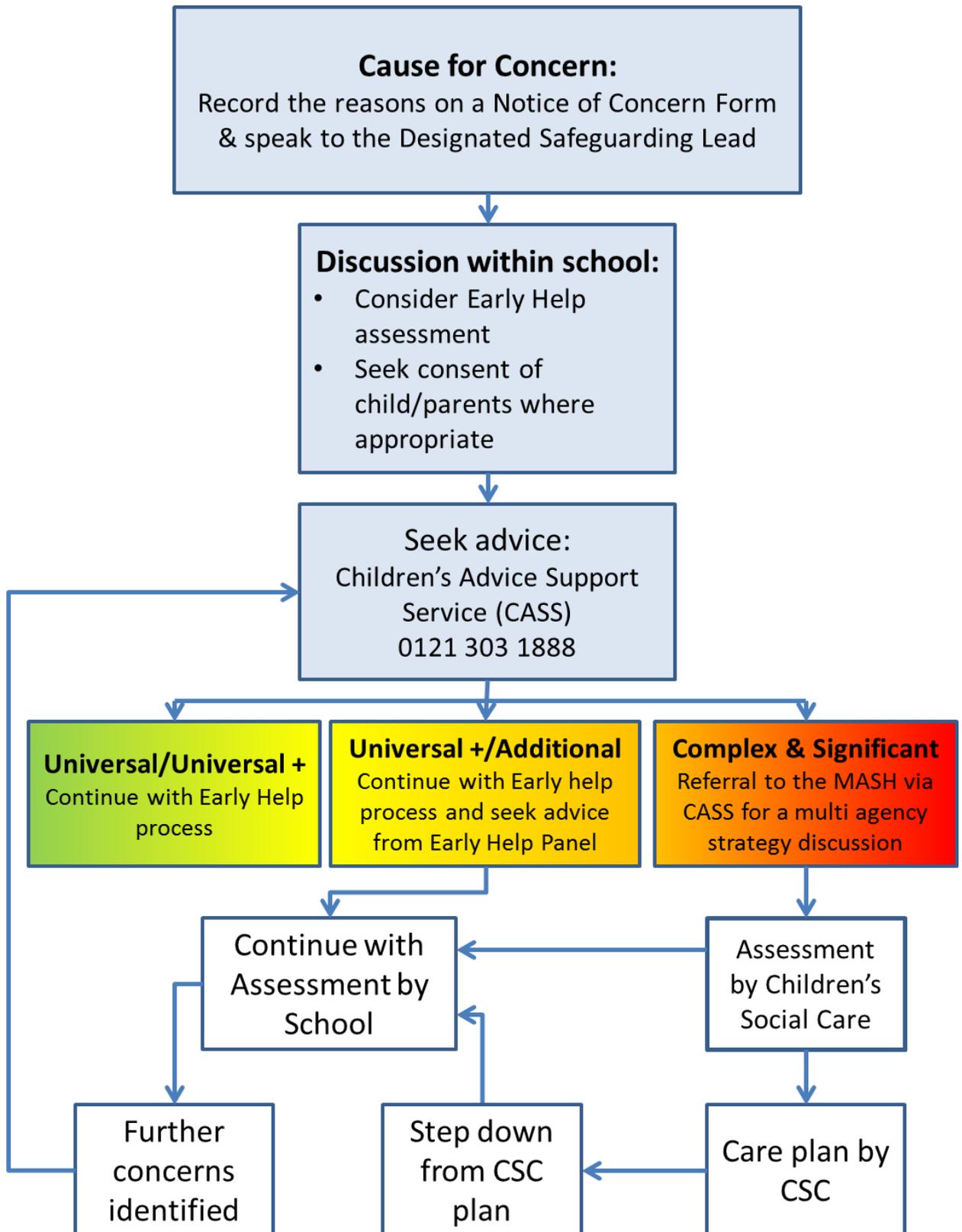
The DSL may decide to:

- Monitor the situation after taking appropriate action to address the concerns.
- Undertake an Early Help assessment to try to meet the needs of the child and family through a multi-agency approach.
- Seek advice from the Children's Advice and Support Service (CASS) formerly known as MASH Front door so that a strategic overview can be maintained and any themes or common factors can be recognised.
- Notify Children's Social Care via a request for support form to the CASS.

- 13.3 If it is felt the child's needs fall into the RSRT categories of Universal + of Additional Need the DSL will also offer and seek advice about undertaking an Early Help Assessment and consider, if this does not have an impact on the situation making a referral to children's social care. The local Early Help Panel can assist us.

- 13.4 If the concerns about the pupil/student are deemed 'Complex and Significant' meeting the criteria within RSRT, they will be referred to the CASS. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

THE KEY PROCEDURES – RESPONDING TO CONCERNS ABOUT A CHILD



SEE INFORMATION FOR PARENTS AND CARERS (PART THREE)

14.1 In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

14.2 St Thomas Centre Nursery School will work with children and their families, respecting and understanding their culture, background and family composition. Parents/carers will be respected as the experts on their own child and will be viewed as partners in all respects of their care and learning. Parents will be asked to contribute information about their child. Parents will be given information about the records kept on their child.

Any concerns about the well being of a child or family will be recorded on a running record sheet and parents/carers will be informed of this

Parents/carers will be asked to share information about bruises, marks and other injuries

Parents/carers permission will be asked to share information with other agencies, organisations or individuals. We will tell them why we are doing this, who we are contacting and what we hope to achieve.

Parents and carers will be made aware of the centre policy through published information on advice boards and displays and through initial meetings with parents and carers of new children

A copy of this policy is available to all parents via our School website or a hard copy upon request.

15. MULTI-AGENCY WORK

15.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the Medical Needs team, Health Visitor and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to CASS (0121 303 1888). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

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

15.3 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

15.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

15.5 Where a child is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as required.

16. OUR ROLE IN SUPPORTING CHILDREN

16.1 We will offer appropriate support to individual children who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.

16.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

16.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the **centre's** community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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

17. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF (APPENDIX THREE)

See also Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#).

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

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

17.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

17.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

17.3.1 Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher.

17.3.2 If the concern relates to the Head Teacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Local Authority Designated Officer Team they will decide on any action required.

18. CHILDREN WITH ADDITIONAL NEEDS

18.1 St Thomas Centre Nursery School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

18.2 When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

19. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

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

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

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

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;

- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

19.5 There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

19.6 Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's (www.lscbbirmingham.org.uk) procedures as listed below

[Abuse Linked to Spiritual Belief](#)

[Bullying](#)

[Child Sexual Exploitation](#)

[Children Affected by Gang Activity](#)

[Children and Families that Go Missing](#)

[Children Living away from Home](#)

[Children Missing from Education](#)

[Children of Parents who Misuse Substances](#)

[Children of Parents with Learning Difficulties](#)

[Children of Parents with Mental Health Problems](#)

[Disabled Children](#)

[Domestic Violence and Abuse](#)

[E-Safety - Children Exposed to Abuse through the Digital Media](#)

[Fabricated or Induced Illness](#)

[Female Genital Mutilation](#)

[Forced Marriage](#)

[Honour Based Violence](#)

[Peer Abuse - Children and Young People who Abuse Others](#)

[Sexually Harmful Behaviour](#)

[Trafficked Children](#)

[Underage Sexual Activity](#)

20 . ADDITIONAL INFORMATION

Concerns around issues relating to breaches of EYFS Welfare Requirements

Staff who are concerned that there has been a breach of the Welfare Requirements in the Centre, must within 14 days:

- Contact Ofsted informing them of the details of the incident at: enquiries@ofsted.gov.uk. Or telephone contact: Compliance and Investigation and Enforcement Team: 0300 1234 666.
- Contact the Early Years Duty Team through CASS to inform them of the incident and actions you have taken on: 0121 303 1888

Reporting and recording procedures

SEE RECORD KEEPING AND MANAGEMENT POLICY AND INFORMATION, RECORDING, RETENTION AND SECURITY POLICY. APPENDIX 8

Procedures

On induction all staff receive Safeguarding and Child Protection Training. The Head Teacher will identify clearly who will deputise in the absence of the DSL and ensure that any such deputy is appropriately trained;

The DSL will ensure that the reporting and recording procedures are maintained;

The Governing body will receive termly a report on developments in child protection policy and procedures, the number of cases referred (without details) training undertaken by DSP, other staff and the Governing body.

Training

All members of staff will receive training on child protection procedures and will receive updates and refreshers annually. The safeguarding and Child Protection Governor will also receive training;

The DSL's, Headteacher will be provided with Education core training in order to carry out their role and will attend refresher training updates every 2 years

Child protection training will be clearly cross referenced and supplemented by other areas of staff training including appropriate touch, care and control, behaviour management and risk assessment and all other relevant policies.

Visitors

A summary of St Thomas Centre Nursery School procedures will be displayed for visitors.

Lanyards with Safeguarding Statement are given to all visitors.

Safeguarding notices

Information relating to the Centre's Safeguarding Policy and Procedures are displayed with notices at both entrances.

Good practice

In instances where social contact between staff and families is made outside of the Centre, for example on facebook, msn, texting, invitations to birthday parties etc, sensible and appropriate judgement should be used. The guidance offered to staff is to keep a professional relationship with families and to decline in such instances. Advice and guidance can be sought if staff are unsure;

Presents / Gifts given from families to staff can be seen as bribes, dependant on the context and circumstances. Staff are asked to use their judgement in such cases and seek advice or guidance if necessary.

No member of staff or volunteer is allowed to baby sit or care for children who are known to St Thomas Centre Nursery School in a paid or unpaid capacity outside of their professional role.

SEE GOOD PRACTICE GUIDELINES FOR WORKING WITH CHILDREN AND FAMILIES (PART 3)

All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the centre policy in respect to safe conduct. This includes:

Code of Conduct for staff

IT Users Policy

- Acceptable use of the internet statement
- Data Protection

Freedom of information

E-Safety Policy

Information Recording, Retention and Security Policy

Safer Recruitment Policy

Whistleblowing

Confidentiality Policy

Dignity at Work - Policy and Procedure - All Staff

Equal Opportunities Policy

Behaviour Policy

- Care and Control
- Anti-Bullying

Inclusion and Special Educational Needs Policy

Complaints Policy

Admissions, Attendance and Time Keeping Policy

Health and Safety Policy

Educational Visits Policy

Home Visit Policy

Sun Protection Policy

Missing Child and Non-Collection of Children Policy

Safe Sleep

Keeping Children Safe in Education - Safeguarding Advice for Parents Carers

Local Authority Model Policies in Italics

SEE Policies (PART 3)

Any other specific guidance provided by the centre;

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 attitude or actions of colleagues.

22. REVIEW

This policy will be reviewed annually by Head Teacher and/or Governors or more often if required.

The following person are authorised to approve minor changes between reviews via the Codicil Insert

Chair of Governors

Vice Chair of Governors

Safeguarding Governor

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

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

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;

- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

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

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

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;

- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by 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 act of sexual abuse, as can other children.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;

- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

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

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

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

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber 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

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

- The child consistently describes him/herself in very negative ways - as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;

- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. RESPONSES FROM PARENTS

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

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

7. DISABLED CHILDREN

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

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

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

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

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

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

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

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

For example sexualised behaviour towards **children**, sexual harassment, sexual assault and rape.
 - **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview **children**.
3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows -
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will advise about action to be taken and may initiate internal referrals

within children's social care to address the needs of children likely to have been affected.

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the **children(s)**, these should be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Birmingham Safeguarding Children Board.

APPENDIX FOUR

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:

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

 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. **Children** may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that **centre** staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:

- Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis - the **child / children** may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances - migration; local community tensions; and events affecting the **children's** country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need - **child /children** may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX FIVE

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for **St Thomas Centre Nursery School** is **Sue Bennett, Alison Harris**, who is responsible for:

- Ensuring that staff of the **centre** are aware that you are the SPOC in relation to protecting **children** from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing **children** from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **St Thomas Centre Nursery School** in relation to protecting **children** from radicalisation and involvement in terrorism;
- Monitoring the **effect in practice of how the centre** promotes community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting **children** from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to **children** who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable **children** into the Channel* process;

- attending Channel* meetings as necessary and carrying out any actions as agreed;
 - Reporting progress on actions to the Channel* Co-ordinator; and
 - Sharing any relevant additional information in a timely manner.
- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
-

PART 3

GOOD PRACTICE WHEN WORKING WITH CHILDREN AND FAMILIES

Information for Staff

Staff and volunteers must:

- Treat all children and young people with respect
- Provide an example of good conduct you wish others to follow
- Ensure that there is more than one adult present during activities with children and young people, this may include parent/carer and a children's worker or family worker
- Respect a young person's right to personal privacy
- Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- Remember that someone else might misinterpret your actions, no matter how well intentioned
- Be aware that physical contact with a child or young person may be misinterpreted
- Recognise that special caution is required when you are discussing sensitive issues with children or young people
- Operate within St Thomas Centre Nursery School principles and guidance
- Challenge unacceptable behaviour and report all allegations/suspicions of abuse

Staff and Volunteers must not:

- Have inappropriate physical or verbal contact with children or young people
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/make suggestive or derogatory remarks or gestures in front of children or young people
- Jump to conclusions about others without checking facts
- Either exaggerate or trivialise child abuse issues
- Show favouritism to any individual
- Rely on your good name or that of St Thomas Nursery school to protect you
- Believe 'it could never happen to me'

- Take a chance when common sense, policy or practice suggests another more prudent approach

Good Practice should protect children, their families and staff. Good Practice is:

- All staff and volunteers must have a DBS check in line with current procedures
- Avoid being left alone with children, however in unforeseen circumstances e.g. the parent leaving the room or in an emergency, where ever possible ask for support from others
- On trips or outings a minimum of two workers must be present
- Record and report concerns or incidents, accurately and factually using an incident form
- All service users should be aware that St Thomas Nursery School has a Safeguarding Children Policy and that if necessary concerns will be shared with others including staff and agencies such as Social Services
- Familiarise staff, students, volunteers and families with policies and procedures
- It is important that staff and volunteers discuss with their supervisor their training needs. Supervisors should ensure staff can access training as required. Know your limits, seek advice and support and use supervision to review and reflect on practice.
- Staff should familiarise themselves with children and families with whom they are working
- Remember professional boundaries and ensure appropriate physical contact with children. Individuals should think about how they feel, their role and the situation at the time
- When going on a home visit undertake a risk assessment and make decisions as appropriate, visit in twos if necessary

Recording and Photography of Children

Safe use of Mobile Phones

No member of staff, volunteer or student may take a photograph or video recording of a child or parent/carer on their work or personal mobile phone at any time.

Personal Mobile phones must not be kept in a room where children are being cared for.

Photographs will be taken by members of staff/ volunteers/ students during sessions and parents/carers asked if they would like to have copies.

Safe use of Cameras

Photographs and video recordings must only be taken if the written consent of the child's parent/carer is gained prior to the photograph being taken or the video recording being made. These images will only be used in the way that the parent/carer has given written permission for.

Photographs and video recordings for the centre may only be taken on cameras belonging to the organisation. Any photographs must be downloaded and deleted from the camera

No images or video recordings should be kept on the camera.

The camera must not be taken out of the School if it contains the images of children.

Photographs or video recordings must not be saved in files that can be accessed by other members of staff (s drive) and blue tooth technology must not be used to share photographs.

No photograph or video recording will be used on a web page or sent electronically unless there is the written permission of parents/ carer.

Images or video recordings must not be posted on internet file sharing or social networking sites.

Social Networking Sites

Members of staff and volunteers cannot not be friends with parents and clients on social networking sites such as Facebook, Twitter and Bebo etc. Staff and volunteers who do use these sites must adhere to Birmingham City Council Code of Conduct and not at any time make public any issues with regard to Birmingham City Council or post any photographs or documents which have any connection to their work.

Babysitting

No member of staff or volunteer is allowed to baby sit or care for children who are known to St Thomas Centre Nursery School in a paid or unpaid capacity outside of their professional role.

Contact with Children

St Thomas Centre Nursery School will ensure that staff will not:

- Be alone with a child
- Take children alone in car journeys
- Take children to their home

Relationship with Children St Thomas Centre Nursery School will make it clear to all staff and volunteers that they should never:

- Engage in rough physical games including horse play
- Engage in sexually provocative games
- Allow or engage in inappropriate touching in any form
- Never allow inappropriate language to go unchecked
- Make sexually suggestive comments about or to a child, even in fun
- Let allegations a child makes be ignored or go unrecorded
- Do things of a personal nature for children that they can do themselves

Intimate Care In the Centre: It is necessary for St Thomas Centre Nursery school Staff and volunteers to do things of a personal nature for young children, for example changing a child's nappy. These tasks will only be carried out by children or family workers that are known to the child and with the full understanding and consent of parents and carers

Educational Visits and Outings

See policy for Educational Visits

Remember It is important that everyone in the organisation is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse occurred. This is a task for the professional child protection agencies following a referral to them of concern about a child

Further Information – Birmingham Documentation

- **Working Together to Safeguard Children (DfE latest advice)**
- **Keeping Children Safe in Education (DfE Statutory Guidance for Schools)**
- **The Procedures of Birmingham Safeguarding Children Board**
www.lscbbirmingham.org.uk
- **The Education Act 2002 s175**
- **Mental Health and Behaviour in Schools Departmental advice (DfE 2014)**
- **Sexting in Schools and Colleges- responding to incidents and safeguarding young people (UKCCIS 2016)**

INFORMATION FOR PARENTS AND CARERS SAFEGUARDING CHILDREN

Are staff and volunteers suitable to work with children?

All staff at St Thomas Centre Nursery School go through a safer recruitment process. They all have to give references and have a Disclosure and Barring Check.

Are there Good Practice Guidelines?

There are Safeguarding Children Policies and Procedures and procedures for good practice when working with children. These are available to anyone who wishes to look at them.

How does the organisation manage staff and volunteers?

Every member of staff and volunteer has a manager who supports them.

Does the organisation offer regular training to staff and volunteers?

Each member of staff and volunteer must attend regular child protection and health and safety training.

How does the organisation provide for intimate care needs?

Children being cared for by staff have a key worker who will discuss a child's care needs with their parent/carer. The key worker is responsible for changing nappies, feeding etc.

Does the organisation have a Health and Safety Policy?

St Thomas Centre Nursery school has a health and safety policy. Lynn Brittain is responsible for Health and Safety within the centre. Gary Brockett is responsible for Health and Safety in the Nursery School. There are members of staff who are First Aid trained.

What are the arrangements when children go on outings?

The registration form asks parents/carers permission to go on local visits at. For other visits requiring use of public transport St Thomas Centre Nursery school will ask parents/carers to sign a permission slip for each outing, which gives details of arrangements including destination and transport.

Keeping Children & Young People Safe Online

Introduction

The internet has revolutionised and has incredibly changed how we communicate and socialise with people 24 hours a day, 7 days a week.

With access at our fingertips, it can be even more challenging to keep children and young people safe online, especially when they have their own computers, laptops, smartphones/mobile phones, tablets and games consoles.

As a parent, carer or a professional, it is important to educate yourself, children and young people that as well as the endless opportunities available through the internet and technology, there are also associated risks to be aware of.

Potential online risks can include:

- access and exposure to inappropriate /disturbing images and content access and exposure to racist or hate material sexual grooming, luring, abuse and exploitation by/with strangers
- sharing personal information with strangers that could identify and locate a child offline
- online bullying (cyber bullying) by peer and people they consider their 'friends'
- being encouraged take part in violent behaviour such as 'happy slapping'
- sending or receiving sexually explicit films, images or messages of themselves or others (this is known as sexting when sent by mobile phone)
- glorifying activities such as drug taking or excessive drinking
- physical harm to young people in making video content, such as enacting and imitating stunts and risk taking activities
- leaving and running away from home as a result of contacts made online.

Further information and practice guidance for professionals is available in the [child protection procedures](#)

Keeping your child safe

- there are several way to help keep child and young people safe online:
- educate yourself and children and young people know about the dangers online
- tell them what they should do if anything goes wrong online or upsets them i.e. tell someone about it
- explain that anything shared online or by mobile phone could end up being seen by anyone
- ensure computers and laptops are used where you can see and not out of sight in a bedroom
- use parental settings, filtering software and privacy setting to block inappropriate sites and content

