



Hylton Red House Nursery School Safeguarding: Child Protection Policy

Our Core Values

Integrity	Independence	Responsibility	Enjoyment	Achievement	Partnerships	Inspirational
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Our Vision

We aim to ensure everyone is inspired to achieve, enjoy and develop together. Through a safe, stimulating, child-centred environment we can build strong partnerships with families and the wider community.

Equality and Diversity

At Hylton Red House Nursery School, we value and respect the diversity of individuals, our local community and the wider world. We seek to recognise our differences, to understand the needs of people within the groups identified as having protected characteristics and to ensure no one is treated less favourably through our policies and practices. The nursery upholds the values at the heart of the United Nations Convention on the Rights of the Child (UNCRC) and places them at the centre of our planning, policies, practice and ethos. Hylton Red House Nursery School is committed to supporting children with SEND. Our dedicated team work together to provide the support needed for children with SEND.

The fundamental British values embedded within the Early Years Foundation Stage Curriculum are upheld in all we do. Hylton Red House Nursery School seeks to protect children from, and build resilience to, radicalisation and extremist views.

Purpose and Aim

Hylton Red House Nursery School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. **This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Hylton Red House Nursery School creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.**

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.



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Governors and staff are committed within Hylton Red House Nursery School to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

Hylton Red House Nursery School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Hylton Red House Nursery School's Child Protection Policy:

- 1. Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, **sexual violence and sexual harassment**, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.)
- 2. Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Catherine Barnett (Headteacher) or Deputy Designated Safeguarding Leads (Katy Gregory and Marie McCaffery) or the Integrated Contact and Referral Team on 561 7007 directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
- 3. Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
- 4. Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);



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- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

(KCSIE 2018)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2018 pages 86 and 87. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2018 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- Preventing Radicalisation
- Peer on Peer Abuse
- Sexual Violence and Sexual Harassment
- Additional advice and support

(KCSIE 2018)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result



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in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to Hylton Red House Nursery School's whole workforce.

Framework and Legislation

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the City.

Hylton Red House Nursery School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Local Safeguarding Children Board procedures www.safeguardingchildrensunderland.com and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education [September 2018](#) contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children [2018](#) which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.



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Roles and Responsibilities For All Staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as **sexual violence and sexual harassment**, **child criminal exploitation**, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Hylton Red House Nursery School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. **Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers**, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Hylton Red House Nursery School's Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of '**it could happen here**' and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.



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- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1st July 2015 for schools, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that they understand through online safety training the additional risks for pupils online and continue to promote the school's Online Safety Policy in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Hylton Red House Nursery School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.



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The Designated Safeguarding Lead

Hylton Red House Nursery School has appointed from our SLT Catherine Barnett (Headteacher) to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. **The Designated Safeguarding Lead (and deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2018).**

Designated Deputy Safeguarding Leads

Katy Gregory

Marie McCaffery

Kaye Welsh (Thorney Close)

Role of the Designated Safeguarding Lead

At Hylton Red House Nursery School we have appointed the following Deputy Designated Leads Katy Gregory, Marie McCaffery and Kaye Welsh, who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role, (see below).

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191 561 7007).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage referrals

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (MSET lead), Radicalisation (through the



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Single Point of Contact for the Channel Panel) or Female Genital Mutilation and Forced Marriage.

- Support staff who make referrals to the Integrated Contact and Referral Team, Channel Panel or Police as appropriate.

Work with others

- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations the Chair of Governors) and the Designated Officer through Together for Children, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member)
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals, but at least annually, so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.



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- Be able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should ensure the school policies are known understood and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Sunderland Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school ensure their child protection file is transferred appropriately for any new school as soon as possible but



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transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.

- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. This should be in person, or via telephone / email etc. where acceptable.
- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2018: Annex B

In addition, PG: Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Lead's:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of



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the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA/Together for Children of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA/Together for Children of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

Responsibilities of Hylton Red House Nursery School's Governing Body

Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role. At Hylton Red House Nursery School the senior lead Governor/board member for safeguarding is Mike Wooler.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in safeguarding, which is to:



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- Ensure that they liaise with Together for Children operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, or member of governing body.
- Ensure that in the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education (not applicable to nursery schools).
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the [Together for Children](#) virtual school Headteacher and discuss how pupil premium funding for looked after children will be used. The Designated teacher is Catherine Barnett (Headteacher). The Governor with responsibility for Looked After and Post-Looked After children is Cllr Richard Bell (Chair).

Information for Parents

At Hylton Red House Nursery School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Board procedures and inform the Integrated Contact and Referral Team or police of their concern.



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Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Definitions of Abuse and Harm

Working Together 2018 defines the categories of harm as:

Physical Abuse

A form of abuse which 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.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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



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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. **Sexual abuse can take place online, and technology can be used to facilitate offline abuse.** Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (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 of a child though it may occur alone.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

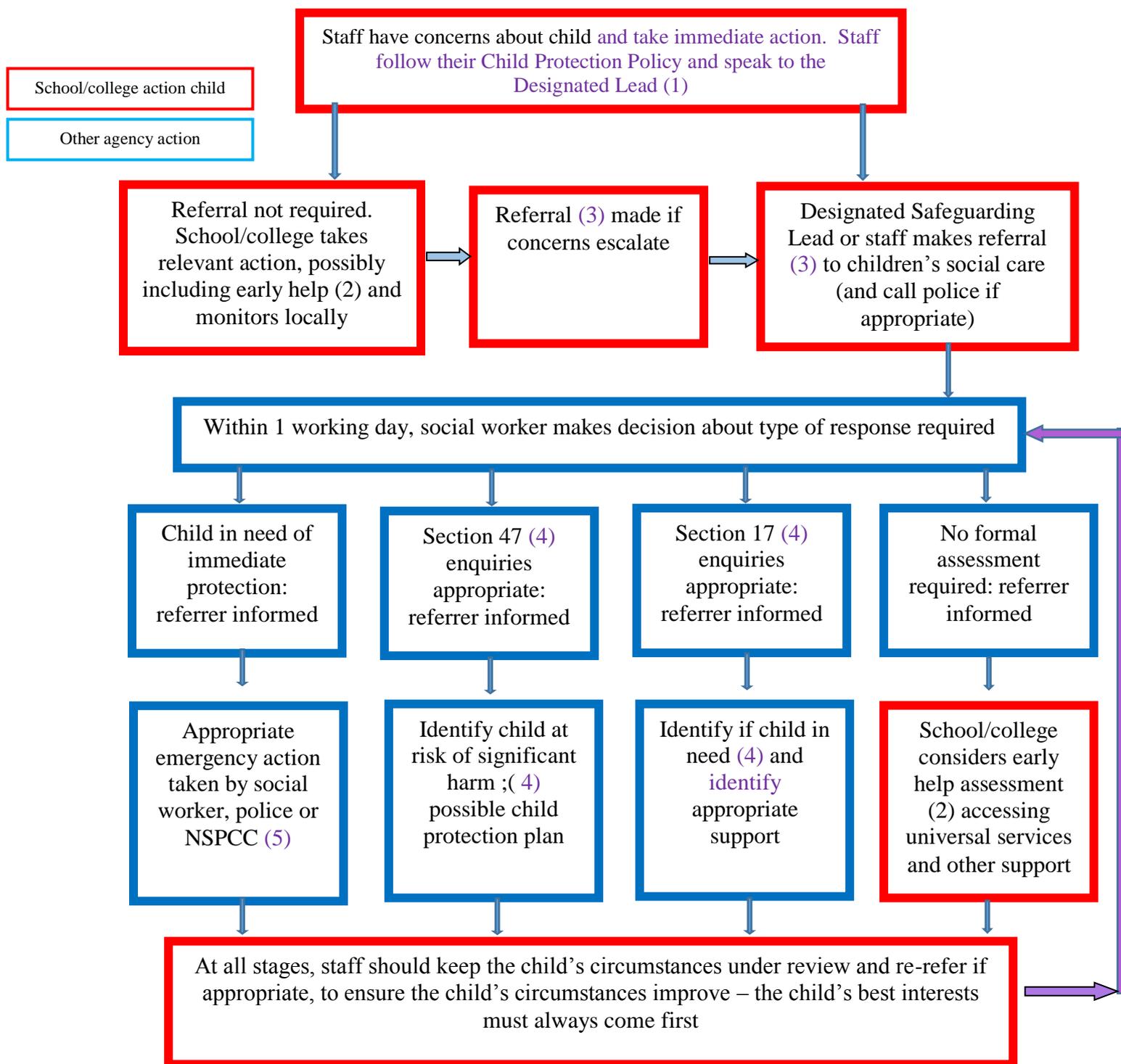
See also Appendix 2 for further definitions.



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From KCSIE 2018 page 13

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of [KCSIE 2018](#)
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include S17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguard Children](#)
4. This could include applying for an Emergency Protection Order (EPO)



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Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle Blowing/Confidential Reporting

Hylton Red House Nursery School's Whistle Blowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints/Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. (KCSIE 2018: pg 12)

Consultation without delay with the Designated Officer - [Danielle Rose](#), Tel: 0191 561 3901 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.safeguardingchildrensunderland.com

Training and Support

All staff members should be aware of the systems within their school which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (Staff Code of Conduct); Safer Working Practice Document and the names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body decides the frequency and content of this CPD. At Hylton Red House Nursery School our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held weekly or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.



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Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Hylton Red House Nursery School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Local Safeguarding Children Board procedures)

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Record Keeping / Information Sharing and Recording Policy

Well-kept records are essential to good safeguarding practice. Hylton Red House Nursery School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording Policy to ensure record keeping is compliant **and in line with the General Data Protection Regulations 2018.**

****Safeguarding recording within Hylton Red House Nursery School is through a paper based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.**

****Safeguarding chronologies within Hylton Red House Nursery School are held electronically through a secure management system of CPOMS and relevant staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Hylton Red House Nursery School we started electronic recording from September 2016. All recording prior to this is in paper format. Retention guidelines are followed accordingly.**

Attendance at Safeguarding Conferences

In the event of Hylton Red House Nursery School being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputies), will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review). In the event that those staff members cannot attend, Key Workers may be asked to attend, following relevant training.

Supporting Children

Hylton Red House Nursery School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Hylton Red House Nursery School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such



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children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils' homes.

Peer on Peer Abuse Policy

Hylton Red House Nursery School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer Abuse Policy for detailed information.

Therefore Hylton red House Nursery School will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety, at an age / developmentally appropriate level. This can include topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of behaviour through our Achieving Positive Behaviour Policy, inclusive of the Use of Reasonable Force.



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- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Hylton red House Nursery School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and **may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral.**

Policies and Procedures

Hylton Red House Nursery School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include:

- **School Recruitment and Selection Policy** - inclusive of;
 - Safer recruitment guidance and regulation, for example a **Single Central Record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check **for management positions in**



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academies and Independent schools) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
 - Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
 - School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2018 and Working Together 2018.
- **Adopted Local Authority Human Resources policies and procedures.**
 - **Staff Behaviour Policy (code of conduct)** and Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, October 2015. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
 - **Acceptable Use Policy** - Inclusive of confidentiality/ Data protection / social networking and reputation.
 - **Achieving Positive Behaviour Policy** - inclusive of the Use of Reasonable Force/Anti-Bullying /Peer-on-Peer Abuse / positive handling and confiscating and searching.
 - **Technology, E-learning and E-Safety Policy** - inclusive of Cyber/Online Bullying /Online Safety / appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
 - **Inclusion & Special Education Needs Policy.**
 - **Visits, Visitors and Events Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.



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- **Photographic & Digital Imagery Policy** with parental consent forms annually signed.
- **Supporting Pupils with medical Conditions Policy** and implications for the workforce, pupils and partnership with parents. Inclusive of administration of medicines, procedures and trained staff.
- **Attendance Management Policy** - school management for attendance and the partnership with the LA/**Together for Children** in reporting children missing from education and those deleted from the school's admission register.
- **Missing Children Policy** - inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Compliments, Comments and Complaints Policy**
- **Confidentiality Reporting and Whistle Blowing Policy** - Inclusive of Allegation Management.
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked-After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after and post-looked after children in school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within **Together for Children** who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** - inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- **Equality and Diversity Policy** - Inclusive of Single Equality Scheme.
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East). Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2018, this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for



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schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

It has been informed by the following legislation and national & local guidance

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Sunderland Safeguarding Children Board Procedures

www.safeguardingchildrensunderland.com

Early help Referral Form

www.togetherforchildren.org.uk/professionals/early-help

CP Referral Form

<https://togetherforchildren.org.uk/professionals/integrated-contact-referral-team>

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>



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Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf



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This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Date of policy update: September 2018

Approved by: Full Governing Body:

Signed by Chair: _____

Signed by Headteacher: _____

Date for Review: September 2019

Academic Year	Designated Safeguarding Lead	Deputy / Deputies	Senior Board lead Safeguarding Governor
2014-2015	Christine Collins		Vicky Hedley
2015-2016	Catherine Barnett		Vicky Hedley
2016-2017	Catherine Barnett	Marie McCaffery Katy Gregory	Mike Wooler
2017-2018	Catherine Barnett	Marie McCaffery Katy Gregory	Mike Wooler
2018-2019	Catherine Barnett	Marie McCaffery Katy Gregory (Kaye Welsh – Thorney Close)	Mike Wooler

Review Date	Changes made	Ratification Date by Governing Body
September 2016	In purple – following guidance from PG:Safeguarding First (revised KCSiE 2016)	
June 2017	Updated LADO name	
November 2017	In purple – Updated to Version 4 (Safeguarding First Template)	8.12.17
April 2018	Updated LADO name and contacts	
September 2018	Updated policy following reviewed KCSiE Sept 2018	Awaiting termly meeting



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Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England



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		Resources
	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy



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Appendix 2

Definitions of Abuse and Harm

In addition to definitions provided above, the following terms are some important to note in the wider context of safeguarding and child protection (NB this is not a definitive list) -specific safeguarding issues and vulnerabilities:

Psychological Abuse: Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation, or withdrawal from services or supportive networks.

Financial or Material Abuse: Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Discriminatory Abuse: Including racist, homophobic, transphobic and sexist abuse or harassment, abuse or harassment based on disability, faith abuse or other forms of harassment, slurs or similar treatment.

Domestic Violence/ Teenage relationship abuse: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial or emotional.

Child Sexual Exploitation (CSE) -form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

Radicalisation / Preventing Violent Extremism: process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice. Radicalisation can be both violent and nonviolent, although most focuses on radicalization into violent extremism. Within safeguarding preventing violent extremism (PVE), Prevent or



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Channel are the processes that work with people who have been or are at risk of being radicalised.

Forced Marriage: where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

Female Genital Mutilation (FGM): involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

Bullying including cyberbullying: behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Sexting: when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message