



## Child protection and Safeguarding Policy

### 1. Key Contacts

Key Contact list for Safeguarding in Cookham Nursery School

	Name	Telephone number	Email
Designated Safeguarding Lead	Sarah Cottle	01628 520002	cotts044@rbwm.org.uk
Deputy Designated Safeguarding Lead	Fiona Greenwood	01628 520002	sansf002@rbwm.org.uk
Safeguarding Governors	Claire Leach Gill Cocklin	01628 520002 01628 520002	leacc65@rbwm.org.uk cockg001@rbwm.org.uk

Key Contact list for Safeguarding in Maidenhead Nursery School

	Name	Telephone number	Email
Designated Safeguarding Lead	Helen McHale	01628 623551	mchah001@rbwm.org.uk
Deputy Designated Safeguarding Lead	Amy Crowle Lesley Cutting	01628 623551 01628 623551	crowa067@rbwm.org.uk cuttl001@rbwm.org.uk
Safeguarding Governors	Claire Leach Gill Cocklin	01628 623551 01628 623551	leacc65@rbwm.org.uk cockg001@rbwm.org.uk

Key Contact list for Safeguarding in The Lawns Nursery School

	Name	Telephone number	Email
Designated Safeguarding Lead	Sarah Cottle Helen McHale	01753 865351 01753 865351	cotts044@rbwm.org.uk mchah001@rbwm.org.uk
Deputy Designated Safeguarding Lead	Val Thomas	01753 865351	thomv004@rbwm.org.uk
Safeguarding Governors	Claire Leach Gill Cocklin	01753 865351 01753 865351	leacc65@rbwm.org.uk cockg001@rbwm.org.uk

Key Contact list for Safeguarding in The Lawns Pre-Nursery

	Name	Telephone number	Email
Designated Safeguarding Lead	Sarah Cottle Helen McHale	01753 865351 01753 865351	cotts044@rbwm.org.uk mchah001@rbwm.org.uk
Deputy Designated Safeguarding Lead	Val Thomas Caroline White	01753 865351 01753 865351	thomv004@rbwm.org.uk
Safeguarding Governors	Claire Leach Gill Cocklin	01753 865351 01753 865351	leacc65@rbwm.org.uk cockg001@rbwm.org.uk



### Key Contacts within the Local Authority

Name	Telephone number	Email
MASH (Multi-Agency Safeguarding Hub)	01628 683150	mash@achievingforchildren.org.uk
Out of Hours Team (5.00 pm to 9.00 am and weekends)	01344 786543	mash@achievingforchildren.org.uk
Children and Young People Disability Team	01628 685878	cypds@achievingforchildren.org.uk
LADO Business Support	01628 796693	LADO@achievingforchildren.gov.uk
Local Safeguarding Children Board	01628 683234	lscb@rbwm.gov.uk

## 2. Purpose

An effective whole-school/Federation child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the Federation’s commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

This policy complements the Pan Berkshire Local Safeguarding Children Board Child Protection Procedures Manual. These procedures can be found online at:

<http://www.proceduresonline.com/Berks/>

This link is saved as a shortcut on all office school computers as stated in the document.

## 3. Introduction

3.1 Cookham, Maidenhead and The Lawns Nursery School Federation takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (Children Act 1989).

3.2 Section 175 of the Education Act 2002 places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (Working Together to Safeguard Children 2018).

3.3 Section 11 of the Children’s Act 2004 sets out the arrangements that Education services and schools must make to promote the welfare of and safeguard children and young people, “All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns”.



3.4 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; 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 (Keeping Children Safe in Education, September 2018; Working Together to Safeguard Children 2018).

3.5 There are five main elements to this child protection and safeguarding policy:

- a) Ensuring we practice Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.
- b) Establishing a safe environment in which children can learn and develop. This can be achieved by the creating of a positive school atmosphere and the teaching, and pastoral support offered to children.
- c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.
- d) Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse and offering support to children who may be at risk of, or vulnerable to, violent and non-violent extremist or terrorist narratives.
- e) Support to children who may have been abused.

3.6 This policy applies to all children, staff, governors, volunteers, contractors and visitors to The Cookham, Maidenhead and Lawns Nursery School Federation.

3.7 The Federation recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

#### 4. Terminology

**Child protection** refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children 2018) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

**Safeguarding** and promoting the welfare of children is defined for the purposes of this guidance as:

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

See Keeping Children Safe in Education, September 2018.



Working Together to Safeguard Children 2018, states that “safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play”.

**Staff** refers to all those working for or on behalf of the Federation, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Extremism** refers to the Government’s “Prevent Strategy” which defines extremism 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”.

**Prevent** is part of the UK’s counter terrorism strategy, preventing people from becoming involved in terrorism or supporting terrorism. The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

**Radicalisation** is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who 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.

## 5. School Policy

5.1 We recognise that for our children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse and extremism. Safeguarding is everyone’s responsibility; therefore, everyone who comes into contact with children and their families has a role to play in safeguarding children. All staff are in a position to identify concerns early and provide help for children. All staff form part of the wider safeguarding system for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (Working Together to Safeguard Children 2018).

5.2 This Federation will therefore:

- a) Ensure they have a Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead and a Safeguarding Governor.
- b) Ensure that children know that there are adults within the Federation who they can approach if they are worried or are in difficulty.



- c) Establish and maintain an environment where children feel safe and secure and are encouraged to talk, and are listened to.
- d) Have a responsibility and be aware of the signs of abuse and neglect so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: Physical; Emotional; Sexual and Neglect. All staff then have a responsibility to take appropriate action, working with other services as needed.
- e) Ensure all staff members are aware of the systems within the Federation which support safeguarding and these should be explained to them as part of their induction.
- f) Include in the curriculum activities and opportunities for Personal Social and Emotional Development (PSED), which equip pupils with the skills they need to stay safe from abuse and extremism through promoting fundamental British values.
- g) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- h) Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- i) Ensure that the Federation contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children (2018)”. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans.
- j) Ensure the Federation practices safer recruitment by robustly checking the suitability of staff and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed.

## 6. Legislation and Guidance

6.1 This policy is in line with guidance from the following legislation and statutory guidance:

- a) The Children Act 1989 & Section 11 of the Children’s Act 2004
- b) The Education Act 2002 (Section 175)
- c) The Education (Pupil Information) (England) Regulations 2005
- d) Dealing with Allegation of Abuse Against Teachers and Other Staff (2012)
- e) Working Together to Safeguard Children (2018)
- f) Keeping Children Safe in Education (September 2018)
- g) Pan Berkshire LSCB Child Protection Procedures Manual (ongoing updates)  
<http://www.proceduresonline.com/Berks/>
- h) What To Do If You’re Worried a Child Is Being Abused (March 2015)
- i) The Prevent Duty, Departmental advice for schools and childcare providers (May 2015)

Copies of the above can be accessed in the Staff Room of each school. They can also be accessed from <http://www.proceduresonline.com/Berks/>.

See also Appendix 1.





## 7. Roles and Responsibility

7.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in section 1 of this document.

7.2 It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the Federation, and to make appropriate, timely contact with the RBWM Multi-Agency Safeguarding Hub (MASH, previously known as the Referral and Assessment Team) and the Prevent Officer at Thames Valley Police in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with school procedures. If the child resides out of the RBWM area it is the responsibility of the Designated Safeguarding Lead to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead has been identified who will act in their absence (see section 1). Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff and volunteers within the school are aware of the school’s internal child protection procedures; to advise staff and to offer support to those requiring this.

7.3 The Designated Safeguarding Lead and the Co-Headteachers provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues. The school will then complete the Annual Audit of Safeguarding in Schools. The purpose of the Annual Audit of Safeguarding in Schools is to keep the LSCB updated on how schools in the authority are managing their statutory responsibilities to safeguarding (section 175 Education Act 2002, section 157 Education Act 2002 and section 11 Children’s Act 2004). The findings of the audit will then be reported to RBWM Local Safeguarding Children Board.

7.4 The Lead Officer in Education for Safeguarding, Prevent Lead in Education and the Education Welfare & Safeguarding Officer (see section 1) are available to offer advice and support around safeguarding and procedural issues. Specific training is provided for the school’s Designated Safeguarding Lead (see section 9).

7.5 The Designated Safeguarding Lead will be responsible for addressing any barriers to effective inter-agency working and will report to the Co-Headteachers when it has an effect on safeguarding children.

## 8. The Role of the Governing Body

8.1 Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. The Governing Body are responsible for nominating a governor to take the lead in overseeing Safeguarding and Child Protection. The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, that LSCB Guidelines are complied with and to support the school in this aspect.



8.2 The Governing Body will ensure that a senior member of staff of the school's leadership team is identified to take the role of Designated Safeguarding Lead as defined in Keeping Children Safe in Education, September 2018. A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the DSL is unavailable.

8.3 The Governing Body are responsible for ensuring the school follows all of its procedures relating to safeguarding including safer recruitment, allegations management and whistle blowing (see sections 16, 19 & 21). The Governing Body is to remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body.

8.4 Governors must not be given details relating to individual Child Protection cases or situations to ensure confidentiality is not breached. Safeguarding will be discussed at all Full Governing Body meetings and the Safeguarding Governors will use this as an opportunity to feed back any relevant information. Governor briefings on roles and responsibilities are provided.

8.5 The Governing body will ensure that the school develops effective links with relevant agencies and that the school co-operate as required with their enquiries regarding child protection matters, including:

- attendance at case conferences;
- notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan;
- contacting the child's social worker directly if there is an unexplained absence of a child who is Looked After.

8.6 The Governing Body will ensure that the Federation's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Berkshire Safeguarding Children Board.

8.7 The Governing Body will ensure that there are procedures in place to handle allegations of abuse against members of staff, volunteers and other children.

8.8 It will also be the role of the Governing Body to ensure that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

8.9 The Teaching and Learning Committee of the Governing Body will review this Child Protection and Safeguarding policy annually.

## 9. Training and Support

9.1 The Designated Safeguarding Lead and any nominated Deputy's will complete local authority Designated Safeguarding Lead Training and this will be refreshed at least **every two years** and their knowledge and skills are refreshed at least annually. This will be recorded on staff training records and monitored by the Designated Safeguarding Lead.



9.2 The Designated Safeguarding Lead will ensure that all staff complete Universal Training and that this is refreshed annually. Staff training records will be kept up to date to monitor this. Initial Universal Training will be completed by attending a Universal Training session delivered either by the local authority or school Designated Safeguarding Lead (if appropriate training has been completed). Refresher training will be arranged by the Designated Safeguarding Lead.

9.3 The Co-Headteachers and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out in Working Together to Safeguard Children 2018. This includes agency and temporary staff. Awareness training for all staff is referred to as Universal Safeguarding Training. RBWM provides annual DSL training, which all Federation DSLs and Deputy DSLs attend.

9.4 The Safeguarding Governors will have oversight of all child protection training records to ensure that this is taking place in a timely manner.

9.5 Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead, and their Deputy's. The Designated Safeguarding Lead will seek support from the Co-Headteachers and appropriate local authority staff where needed.

## 10. Procedures

10.1 Staff are kept informed about child protection and Prevent responsibilities and procedures through induction, briefings and ongoing awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff, e.g., contractors. The Co-Headteachers will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.

10.2 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse or extremism and radicalisation may have occurred **must** report it immediately to the Designated Safeguarding Lead (see section 1) or, in their absence, the Deputy Designated Safeguarding Lead (see section 1). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

10.3 The Designated Safeguarding Lead or their Deputy will **immediately** refer cases of suspected or actual abuse or allegations to the RBWM MASH for RBWM cases or the appropriate local authority where the child lives outside of RBWM. If the incident of abuse actually occurred within the RBWM boundary it will be referred to the RBWM MASH (see section 1). In cases where a child may be vulnerable to or exhibiting, extremist views the Designated Safeguarding Lead or their Deputy will also refer cases to the Prevent Officer at Thames Valley Police, as well as making a "Contact" with MASH (see section 1).

10.4 The Designated Safeguarding Lead or Deputy will follow the most up to date contact & referral procedures for RBWM's MASH.





10.5 To decide whether a “Contact” with MASH is appropriate, the Designated Safeguarding Lead (or Deputy) will telephone MASH on: 01628 683150.

10.6 Once this is determined all Contacts with MASH will be made by telephone on 01628 683150 where the Contact will be screened by a social worker.

10.7 Where there is a child protection concern, allegation or disclosure, a phone call will **immediately** be made to MASH (or Out of Hours Team if outside of office hours – 5.00pm to 9.00am and weekends) to alert them to the situation. Delay in referring cases immediately may place the child at further risk and may prevent MASH from putting in place timely, protective measures for the child or young person. In the event of a Prevent concern or allegation a phone call will also be made to the Prevent Officer at Thames Valley Police.

10.8 If it is decided that the Contact does not meet the thresholds for MASH, advice will be provided by the social worker as to whether there is a role for the MASH team.

10.9 In cases where the child resides outside of RBWM the Designated Safeguarding Lead will make themselves familiar with referral processes for the child protection team in the child’s home authority.

10.10 The Federation will always undertake to share our intention to refer a child to MASH with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions the Federation will take advice from MASH and/or the Police.

10.11 A statement in the school admission documents given to parents and carers and on the Federation website will inform parents and carers about our duties and responsibilities under child protection procedures. This policy will be made freely available to parents and carers on the Federation website and in hardcopy on request.

## 11. Professional Confidentiality

11.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the Universal Training mentioned in section 9. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities. Children can be reassured that only the people who “need to know” will be informed, that this will be the minimum necessary and that information will not become common knowledge.

11.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Where information is shared with appropriate staff that they must maintain the confidentiality outlined above.



## 12. Records and Monitoring

12.1 Well-kept records are essential to good child protection practice. Our Federation is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

**12.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.**

12.3 These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way notes must be kept of any child who is being monitored for child protection reasons.

12.4 If a child transfers from the school, these files, where appropriate, will be forwarded to the child's new school marked confidential and for the attention of the receiving school's Designated Safeguarding Lead.

12.5 The Designated Safeguarding Lead will ensure that the school follows the above guidelines.

## 13. Attendance at Child Protection and Safeguarding Meetings

13.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the individual school is represented and a report is submitted to any child protection conference or Team Around the Child meeting called for children on their school roll or previously known to them. If the Designated Safeguarding Lead is unable to attend it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns the school has.

13.2 Schools will be part of core groups for children subject to child protection plans. Core groups meet regularly to review and update child protection plans and the Designated Safeguarding Lead will ensure that the school is represented at these meetings and that records of the meetings are kept. When a child is made subject to a child protection plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare, presentation and achievement. The Lead Professional will be informed if there is an unexplained absence of two or more days of a pupil who is subject to a child protection plan.

13.3 Schools will engage with MASH, Child Protection Conferences, Core Group Meetings and Team Around the Child meetings as appropriate. If the Designated Safeguarding Lead is unable to represent the school, the Deputy Designated Safeguarding Lead or in the absence of either of the above, the most senior member of staff will be asked to represent the school.



## 14. Pupils at Risk

14.1 The school recognises the importance of identifying vulnerable pupils that may be at risk of abuse, or children that may have additional support needs. We recognise that a child may be classed as vulnerable for a variety of reasons and this may not be a permanent state.

14.2 This Federation recognises the following as vulnerable groups (although not exclusively):

- Children with Special Educational Needs;
- Disabled children;
- Children with emotional/behavioural/attachment disorders;
- Children experiencing bereavement;
- Children at risk of exclusion;
- Children from Gypsy, Roma, Traveller communities;
- Looked after children and those subject to private fostering arrangements;
- Children missing education/ low attendance;
- Children dealing with issues around domestic abuse;
- Children affected by substance misuse (drugs, alcohol);
- Children affected by mental health issues;
- Children at risk of exploitation, sexual exploitation and trafficking;
- Children at risk of honour based violence or forced marriage;
- Children affected by faith abuse;
- Children affected by gender based violence or violence against women and girls;
- Children affected by fabricated or induced illness;
- Girls at risk of female genital mutilation;
- Children at risk of being drawn into terrorism and radicalisation;
- Children with caring responsibilities or classified as a young carer;
- Children affected by issues around bullying;
- Children affected by crime;
- Children affected by gang activity;
- Children in receipt of Early Years Pupil Premium.

14.3 As a Federation we will recognise vulnerable pupils and support them through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The Federation ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- c) The implementation of the Federation's behaviour management policies.
- d) A consistent approach agreed by all staff which will endeavour to ensure the child knows that some behaviour is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies that support the children and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.



- h) Recognition that statistically children with behavioural difficulties, special educational needs and disabilities are most vulnerable to abuse so 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.
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

14.4 The Schools recognise they may be the only stable, secure and predictable element in the lives of vulnerable children and that whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

14.5 This policy should be considered alongside other related policies in school including the policy for the management of pupils' behaviour (including physical intervention) and our policy on anti-bullying and our health and safety policy. We recognise that children may be capable of abusing their peers.

14.6 When an allegation of peer abuse is made by a child (or their parents/carer) against another child, staff will complete a "concern form" and report it to the Designated Safeguarding Lead. If deemed appropriate, the parents of both children will be contacted to discuss the matter separately (confidentiality will be maintained). A referral to Social Care will be made where appropriate. Parents/carers of the child against whom the allegation has been made and the parents/carers of the alleged victim will be informed and kept updated on the progress of the referral.

## 15. E-Safety

15.1 This Federation believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications. Children may need to be protected from the impact of new technologies on sexual behaviour, e.g. sexting, accessing pornography. All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

15.2 Children may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The Federation therefore recognises its responsibility to educate children, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

15.3 This Federation has a separate e-safety policy for staff and children which should be considered in line with this policy.

15.4 Photographs, video and electronic images of pupils and staff are classed as personal data under the Data Protection Act 2018. The school has a separate policy that covers the use images in detail and should be considered in line with this policy.



15.5 This Federation has a separate Mobile Phone Policy which should be considered in line with this policy.

15.5 Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

## 16. Safeguarding and Recruitment

16.1 Keeping Children Safe in Education (September 2018), sets out clear guidance for schools which is adhered to at this school. The Federation will comply with the guidance set out in Part 3 of Keeping Children Safe in Education, 2018. Safer recruitment procedures also contain detailed information about recruitment and selection procedures for staff and volunteers.

16.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the Federation's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

16.3 All staff working within the Federation who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK and satisfactory completion of a Disclosure by Association form if working within a nursery or reception classes, and before or after school provision with children under eight.

16.4 At least one member of every recruitment and selection panel will have completed safer recruitment training.

16.5 A Single Central Record of employment checks must be held by the Federation and is checked termly by the Finance Officers. The Single Central Record must cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work in the Federation;
- All other others who work in regular contact with children in the Federation, including volunteers.

16.6 The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;





- For people who have lived/worked overseas prior to the 5 year period covered by a DBS the Governing Body will carry out a risk assessment to determine if an overseas check/certificate of good conduct from this country is required. This will be recorded in the staffing committee minutes;
- A check of professional qualifications;
- A check to establish the person’s right to work in the United Kingdom.

16.7 It is our Federation’s policy that all DBS checks will be reviewed on a 3 yearly cycle.

16.8 For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

16.9 Where checks are carried out on volunteers, a record will be made on the Single Central Record.

### 17. Disqualification under The Childcare Act

17.1 It is a legal requirement for schools to ensure that disqualified staff do not engage in childcare. Schools are to make staff aware of the requirements and provide an opportunity for staff to come to them if they think they are disqualified. The guidance relates to teaching early years children, and the supervision of children under eight years old at, before or after school clubs. Relevant existing staff within the Federation will be asked to self-declare that they are not Disqualified under the Childcare Act 2006. New staff to the Federation will go through an enhanced DBS check where this declaration is checked. (See Appendix 2)

17.2 Where an individual discloses information that potentially disqualifies them from working in the relevant setting:

- seek advice immediately from HR and/or the LADO where possible.

If advised to do so (or where the disqualification is clear):

- remove the individual from work in the relevant setting (this may be redeployment or suspension on full pay. Garden leave may be used if more time is needed to make a decision);
- inform Ofsted – [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk) – and inform the individual that you have done this;
- provide information to the individual about applying for a waiver from Ofsted;
- consider the longer term implications for the individual if a waiver is not granted/the individual is not willing to apply for it (this may be permanent redeployment to alternative duties or possibly dismissal).



### 17.3 For new employees:

- add the disqualification declaration model form to the list of pre-employment checks you carry out;
- ask all new employees complete and sign the form as part of the recruitment process, and prior to confirming the offer of employment;
- do not employ anyone who makes a positive declaration (this would be a criminal offence);
- include the check on the Single Central Record.

Full guidance can be found in the Disqualification under Childcare Act Section 75 2018 regulation.

## 18. Professional Boundaries for Staff and Code of Conduct

18.1 Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 9. A copy of “Guidance for Safer working Practice for Adults who work with Children and Young People” will be available for all staff and volunteers to read. All staff are required to read Part One of Keeping Children Safe in Education, September 2018.

18.2 Staff members and volunteers are required to sign up to and follow the Federation Code of conduct. This can be found as a separate policy and should be considered alongside this policy.

18.3 The Federation’s code of conduct for staff and volunteers is made freely available to staff, visitors, children, parents and carers on the school website and in hard copy at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate.

18.4 Use of social networking sites by staff is managed in a separate policy and should be viewed in connection to the Federation code of conduct and to this policy. All Federation staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Further non-statutory guidance can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)  
(2014)

## 19. Whistleblowing

19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

19.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistle Blowing Policy which should be viewed alongside this policy.



19.3 Whistleblowing concerns about the Co-Headteacher(s) should be raised with the Chair of Governors.

## 20. Radicalisation and Extremism

20.1 The Federation values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

20.2 The Federation 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.

20.3 Staff will be made aware at safeguarding training of the characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.

20.4 Staff will treat any radicalisation/extremism concerns in the same manner as a safeguarding concern and will follow the Federation's safeguarding procedures as outlined in section 10.

## 21. Allegations

21.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

21.2 The procedure to be followed in the event of an allegation being made against a member of staff is set out in the Pan Berkshire LSCB Child Protection Procedures Manual. A copy of this is available on the desktop of all staff computers and by following this link:  
<http://www.proceduresonline.com/Berks/>

21.3 The Co-Headteachers, Designated Safeguarding Lead or another Senior Manager should in the first instance contact MASH in order to liaise with the Local Authority Designated Safeguarding Lead (LADO (schools) or LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the Co-Headteacher(s), the Chair of Governors will take this action.

21.4 If for any reason it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the Federation's HR Advisor.



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21.5 Information on Dealing with Allegations of Abuse Against Staff can be found in Section 1 (Core Procedures) Item 1.9 (allegations against staff, carers & volunteers) of the Pan Berkshire LSCB Child Protection Procedures Manual.

## 22. Related Policies

This policy should be read in conjunction with the following Federation policies:

- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Safe Use of the Internet and Email Policy
- Photo Policy
- Mobile Phone Policy



## Appendix 1

### Further Information

#### Further Information on Child Sexual Exploitation

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

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

#### Further Information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Multi-Agency Statutory Guidance on Female Genital Mutilation, April 2016. If staff suspect FGM has already taken place (regardless of when), or will imminently take place, the police should be contacted immediately. Staff should activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children's social care if there are FGM concerns but the child is not at immediate risk. The NSPCC has an FGM helpline on 0800 028 550, or email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

#### Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This





guidance was updated in The Prevent Duty, Departmental advice for schools and childcare providers, May 2015.

The Prevent strategy addresses all forms of terrorism and we continue to prioritise according to the threat they pose to our national security; the allocation of resources will be proportionate to the threats we face. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa’ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

The Prevent strategy has three specific strategic objectives, namely to:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- work with sectors and institutions where there are risks of radicalisation that we need to address.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate, see Channel Guidance, April 2015. Schools and colleges which are required to have regard to Keeping Children Safe in Education, September 2016, are listed in the Act as partners of the panel.

### **British Values**

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

To find guidance on British values within schools visit:

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

(November 2014)



## Appendix 2

### Disqualification under the Childcare Act

The outcome of the government consultation on “Disqualification by Association” was published towards the end of the summer term 2018. The guidance was updated again on the 31st August 2018 and came into force on 3rd September 2018. A change in the law means that Disqualification by Association will only apply on domestic premises. Disqualification under the Childcare Act 2006 still applies to staff themselves, however, schools must no longer ask about the cautions or convictions of someone living or working in their household. (It should be noted that other statutory guidance may be relevant where the third party lives on the school premises, such as in boarding schools.)

#### Main Points

Disqualification by Association now only applies in domestic settings, not schools.

Disqualification under the Childcare Act still applies to staff themselves who work in a childcare capacity, whether paid, volunteer or are on work placements. Relevant staff are those working in childcare, or in a management role because they are:

- working with reception age children at any time;
- working with children older than reception until age eight, outside school hours.

Keeping Children Safe in Education (2018), paragraph 116, also refers to disqualification: “For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009”.

Schools are free to decide how to bring these requirements to the attention of their staff. As a means of making staff aware of their duty to provide such information, they may, for example, choose to include a section in the school’s safeguarding policy, or another policy document, or by means of an addition to new staff members’ contracts of employment. Schools should draw this guidance to the attention of their staff and the information provided by Ofsted referenced in this guidance.



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**Approved by:** Teaching and Learning Committee

**Signed by Chair of Governors:** .....

**Date:** 15<sup>th</sup> November 2018

**Review Date:** September 2019