

This policy is reviewed annually by the Governing Body, and was last reviewed on September 2017

Parklands Nursery School and Playgroup Child Protection Policy and Procedures



Chair of Governors: Abigail Mosley

Signature: Date:

Head teacher: Sarah Brooking

Signature: Date:

Designated Safeguarding Lead: Sarah Brooking

Signature: Date:

Deputy Designated Safeguarding Leads: Lauren Jacques and Cheryl Schulz

Signatures: Date:

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Named Staff and Initial Contacts

Designated Safeguarding Lead: Sarah brooking, Head Teacher

Deputy Designated Safeguarding Leads: Lauren Jacques, Cheryl Schulz

Nominated Safeguarding Governors: Laura O’Gorman

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 1000 (Option 1, then Option 3);**

By e-mail to: **MASH@northamptonshire.gcsx.gov.uk;**

By using the online referral form found at:

<https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=a4NtwT46Fcm>

In an emergency outside office hours, by contacting the Emergency Duty Team on: 01604 626 938 or the Police on: 999.

If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

Early Help Advice and Assessment

Early help, advice and guidance concerning child welfare should be obtained from the Early Help Co-ordinators at the MASH: **0300 126 1000 (Option 1, then Option 2)**

Multi-Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child’s welfare following contact with the helpline that is now also based in the MASH. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children’s Social Care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and Education, work alongside other partner agency colleagues including Northamptonshire Police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

For referrals regarding allegations against adults in education contact:

Designated Officer (LA)

**01604 367268 or contact the MASH and ask for the Designated Officer.
doreferral@northamptonshire.gov.uk**

Complex Case Meetings and Locality Forums

These operate across Northamptonshire:

Complex Case Meetings

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals where a case is considered to be of a complex nature and various support has already been in place without noticeable success. Schools can complete an online request form, e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help Co-ordinator or Troubled Families Co-ordinator will contact the school to offer advice and to agree actions. If the outcome of a Complex Case Meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

There are ten Locality Forums across the county that have been built on existing relationships between professionals. They aim to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each area.

Joining up resources and developing solutions to address local needs is a key role of the Locality Forums, which are made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses. Key pieces of work have been developed as a result of these Forums.

1 Introduction

1.1 Parklands Nursery School and Playgroup fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

1.2 This policy is consistent with:

- The legal duty on schools to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002 and in compliance with Section 11 of the Children Act 2004;
- The statutory guidance *"Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges"* – July 2015;
- The government's *"Working To Safeguard Children 2015"* which sets out statutory guidance for agencies;
- The government's non-statutory guidance *"What to do if you're worried a child is being abused"* - March 2015, to identify child abuse and neglect and take appropriate action in response;
- The non-statutory government advice *"Information Sharing"* – March 2015;
- The government's *"Prevent Duty for schools"* – July 2015 (revised July 2016)
- The Northamptonshire Safeguarding Children Board (NSCB) Procedures, which contain procedures and guidance for safeguarding children (www.northamptonshirescb.org.uk).

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child is the responsibility of **all** staff. We ensure that all parents, carers and other working partners are aware of our child protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents and carers.

1.5 Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body seek assurance in writing that the body concerned has appropriate policies and procedures in place and sufficient checks on employees to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 Parklands Nursery School and Playgroup adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Parklands Nursery School and Playgroup will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty and that children have access to these adults;
- Include in the curriculum, activities, experiences and opportunities which equip children with the skills they need to stay safe from abuse, develop resilience and empowerment and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- Promote the Early Help agenda in Northamptonshire, enabling families to share with school any challenges that they may be facing which may benefit from early help engagement or assessment;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, references, criminal record and prohibition from teaching (where applicable) checks.

2.3 Safeguarding in the Curriculum

The following areas are among those addressed through the opportunities and experiences provided in the school:

Bullying; Culture, Diversity, Race, Faith and Discrimination issues;

Relationships;
Keeping Safe at Home;
Healthy Living;
Safe Use of Technology;
Fire and Water Safety;
Protective Behaviours;
Road Safety;
Stranger Awareness;
Body Boundaries and Safe Touch;
Other safeguarding issues as appropriate.

3 Roles and Responsibilities

3.1 General

All adults working with, or on behalf of, children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” - July 2015*, the Governing Body will ensure that:

- The school has a Safeguarding/Child Protection policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly via the school website and in the entrance of the school;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and that there is always cover for this role;
- The Designated Safeguarding Lead (and Deputy DSLs) undertakes local training (in addition to basic child protection training) and this is refreshed every two years as required by law;

- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every two years in compliance with the NSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. The school Safeguarding/Child Protection Policy, the "Keeping Children Safe in Education: Information for all School and College Staff 2015" and the "Staff Code of Conduct" will be used as part of induction procedures;
- Any deficiencies or weaknesses concerning safeguarding or child protection are brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer/Designated Team (previously known as the LADO);
- Effective policies and procedures are in place and updated annually including a "Code of Conduct" for staff and volunteers;
- Information is provided to the Local Authority (on behalf of the NSCB) through the Section 11 Safeguarding Audit and other information, as requested;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance "*Working Together to Safeguard Children*" 2015 and *Northamptonshire County Council's "Thresholds and Pathways Document"* including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the NSCB.

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer/Team;

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.

3.4 Designated Safeguarding Lead/Deputy

The responsibilities of the Designated Safeguarding Lead are found in *Annex B of "Keeping Children Safe in Education" 2015* and include:

- Provision of information to the NSCB/Local Authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings/holidays where required);
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to the MASH (and/or Police where a crime may have been committed);
- Acting as a source of support, advice, supervision and expertise within the school; This includes half termly group supervision and in addition 1;1 supervision as required.
- Attending and contributing to Child Protection Conferences when required (and other safeguarding related meetings);
- Ensuring each member of staff has access to, and understands, the school's Safeguarding/Child Protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the school Safeguarding/Child Protection policy, the "Keeping Children Safe in Education: Information for all School and College Staff 2015" and the "Staff Code of Conduct";
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and attending refresher training courses every two years;
- Where children leave the school; ensuring that their child protection file is copied and handed promptly to the Designated Safeguarding Lead or Headteacher of the receiving school/setting, signed for and receipted. (Original records are maintained securely by the school);

- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below.

4 Records, Monitoring and Transfer

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. They are all aware of the “Cause for Concern” form that needs to be completed in these cases. The Designated Safeguarding Lead is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.

4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

4.3 Child Protection records are stored securely, with access confined to specific staff, i.e. the Designated Safeguarding Lead and the Headteacher.

4.4 Child Protection records are reviewed regularly to check whether any action or updating is required. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon.

4.5 When children transfer school copies of any Child Protection records are also transferred. Safeguarding records are passed directly to the Designated Safeguarding Lead or Headteacher in the receiving school or setting, with any necessary discussion or explanation and a signed and dated record of the transfer is obtained. In the event of a child moving out of area and a physical handover not being possible then copies of the confidential records are sent to the named Designated Safeguarding Lead by registered post and original documents kept. (NCC requirement is to retain original records until 35 years after a child has left the school or the case has closed or 75 years after the 18th birthday if the child is a looked after child). Files requested by other agencies e.g. Police will be copied and shared as appropriate.

5 Support for Pupils and School Staff

5.1 Support for Pupils

Parklands Nursery School and Playgroup recognises that **children who are abused or who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Children under 5 years are considered to be extra vulnerable on account of their age. Children may also be extra **vulnerable** because, for instance, they have a **disability, are in care**, living in poverty, **have mental health issues or are experiencing some form of neglect**. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.2 The Headteacher and Designated Teacher for Looked after Children are responsible for promoting the achievement and well-being of children who are **looked after (LAC)**. Members of staff will have information relating to the child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, the child care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Teacher for LAC will also have details of the child's social worker and the name of the Virtual School Lead in the authority that looks after the child.

5.3 Missing Children – A child going missing from an education setting is a potential indicator of abuse and neglect. Staff will attempt to re-engage families in their child's access to EY education during periods of absence. The DSL will follow the County's procedures in response to children who are on roll who go missing from the Nursery, particularly on repeat occasions. Where this happens, such cases will be closely monitored and information reported to the MASH as appropriate to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

5.4 Private Fostering - The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and a carer for 28 days or more.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Many Private Fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

There are many reasons why children and young people are privately fostered, for example:

- parental ill health;
- children sent to this country for health care or education by parents living overseas;
- children living with a friend's family as a result of separation, divorce or arguments at home;
- children at boarding schools who do not return to their parents during holidays
- teenagers living with the family of a boyfriend or girlfriend;
- children on holiday exchanges or living with host families for a variety of reasons;
- children brought from abroad with a view to adopt;
- children whose parents work unsocial hours;
- children whose parents are in prison;
- children whose parents are serving in the forces.

Professionals that become aware of a child that is being privately fostered should encourage the parent/carers to inform the MASH of the arrangement or contact the MASH themselves if they think parents/carers may not have done so already.

5.5 Parklands Nursery School and Playgroup recognises that children sometimes display **abusive behaviour** and that such incidents must be referred on for appropriate support and intervention.

5.6 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with Parklands Nursery school's complaints process.

5.7 The Governing Body and school should ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback continuously throughout the duration of the ensuing process.

5.8 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support and supervision.

6 Working with Parents/Carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement with another agency or with the MASH, unless to do so would place the child at risk of harm or compromise an investigation.
- Engage parents in the early help agenda for Northamptonshire applying the Vulnerability Matrix, where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment tool.

7 Other Relevant Policies

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Staff Code of Conduct;
- Behaviour;
- Equal opportunities
- Manual Handling
- Inclusion;
- Trips and Visits;
- First Aid and the Administration of Medicines;
- Health and Safety;

- Toileting/Intimate care;
- Whistleblowing;
- Raising Awareness of CSE;
- Attendance
- Critical Incidents
- Preventing Radicalisation & Extremism.

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

8.1 The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education"* - July 2015. The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the role of the DSL, given the school Safeguarding/Child Protection policy, the *"Keeping Children Safe in Education 2015: Information for all school and college staff 2015"*, the *"Staff Code of Conduct"* and the school Safeguarding booklet. (These form the basis for the Safeguarding induction).

8.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training and this will be refreshed every five years, either online or by attending an appropriate local or national accredited training course.

9 Additional Safeguarding Awareness for Staff

Staff need to be aware of, and will have training on, the following areas which are related to the wider Safeguarding agenda:

- Female Genital Mutilation
- Dog Bites
- Child Sexual Exploitation
- Missing Children
- Trafficking
- Domestic Abuse/Violence including gender based violence
- Child Poverty/Spiralling Debt
- Housing Issues/Homelessness
- Parent/Carer Mental Health Issues
- Substance Misuse

- The Prevent Duty/Awareness of Radicalisation and Extremism
- Imprisonment
- Young Parent/Carer
- Signs of **Abuse & Neglect**
- **Fabricated & Induced Illness**
- **Bullying**
- **Faith & Cultural Abuse**
- **Gangs & Youth Violence**
- **Private Fostering**

Useful Links

Local

Northamptonshire Safeguarding Children Board (NSCB):

Ground Floor John Dryden House 8-10 The Lakes Northampton NN4 7YD

01604 364036

www.northamptonshirescb.org.uk

www.northamptonshirescb.org.uk/schools

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

Early Help – Request for Services

Contact an Early Help Co-ordinator

www.northamptonshire.gov.uk/mcs

Online Multi-Agency Referral Form:

<https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=a4NtwT46Fcm>

Directory of Services for Early Help

<http://families.northamptonshire.gov.uk/directory-search>

Directory of Services for Children with Disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

Education Inclusion Partnerships

Online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Safeguarding Adults access advice:
Safeguarding Adults Team
Northamptonshire County Council
John Dryden House, 8-10 The Lakes
Northampton NN4 7YD
01604 362900 (Internal Ext 62900)
adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)
E-referral form at:
<http://www3.northamptonshire.gov.uk/councilservices/adult-social-care/safe/Pages/safeguarding-adults-forms.aspx>
National
National Society for Prevention of Cruelty to Children (NSPCC):
<http://www.nspcc.org.uk/>
0808 800 5000
Childline:
<http://www.childline.org.uk>
0800 1111
Child Exploitation and Online Protection (CEOP):
<http://ceop.police.uk/>
0870 000 3344
Professionals Online Safety Helpline:
<http://www.saferinternet.org>
helpline@safeinternet.org.uk
0844 3814772
Parents Protect (Safeguarding Information for Parents, Carers and Staff)
www.parentsprotect.co.uk

APPENDIX 1

DEFINITIONS OF ABUSE

(From 'What to do if you're worried a child is being abused?' 2015)

Understanding and Identifying abuse and neglect? "Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm".

"Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including via the internet".

"Abuse and neglect can happen over a period of time, but can also be a one-off event".

"Child abuse and neglect can have major long-term impacts on all aspects of a child's health and well-being". **Physical Abuse**

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

Sexual Abuse

Sexual Abuse is a sexual activity with a child. Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health and development.

Children who are neglected often suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straight forward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse or alcohol abuse.

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);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care takers); or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. It may involve seeing or hearing the ill-treatment of another person. Some levels of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

APPENDIX 2 – OTHER AREAS RELATED TO ABUSE

Child Sexual Exploitation

“The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through use of technology without the child’s immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability”.

(The National Working Group for Sexually Exploited Children and Young People, 2008)

Risk Identification

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the Designated Safeguarding Lead within the school. The online assessment tool must be completed and if the case is subsequently referred into children’s social care, the completed assessment must be included with the referral.

<http://northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/publications/cse-assessment/>

In all cases if there are concerns that the child is in immediate danger then you should contact the police on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the Northamptonshire CSE Toolkit - Chapter 3 (see NSCB website).

Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.

Important points to remember:

- Both girls and boys can be victims of child sexual exploitation and can be equally vulnerable;
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;
- Parents/carers may be involved in the sexual exploitation of their children, or fail to prevent/protect from it;

- Groups of children and young people and multiple perpetrators may be involve
- No child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE;
- Children and young people with additional needs require special consideration up to the age of 25 years.

Trafficking

This is when a child or young person is moved from one place to another, so that he or she can be exploited.

This includes situations when a child/young person has:

- **been bought or sold for money;**
- **been tricked into leaving home;**
- **been given away by their family because the family need money;**
- **been made to leave their home because of war**
- **chosen to leave home, thinking they are going to a better life.**

The movement of a child/young person can be international or within the same country. In most cases, the child/young person suffers because they have been forced or tricked into moving.

Child trafficking is growing more common and affecting the lives of more children/young people everyday.

Further information can be found at:

<http://www.northamptonshirescb.org.uk/young-people/what-is-abuse/yp-child-trafficking/>

Female Genital Mutilation – NSCB Guidance

The term 'Female Genital Mutilation' (FGM) encompasses all procedures that either:

- Fully or partially remove external female genitalia, or;
- Injure the female genital organs for non-medical reasons.

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child.

With growing and emerging migrant populations in the county it is vital that agencies and organisations in Northamptonshire work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

In the UK, under the FGM Act 2003 and the Serious Crime Act 2015, it is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM;
- Assist a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Serious Crime Act 2015 also includes:

- Provision of lifelong anonymity in the media of FGM
- A new offence of 'failing to protect a girl from FGM' – each person responsible for the girl at the time the FGM occurred will be liable;
- FGM Protection Orders – for the purposes of protecting a girl against the commission of a FGM offence or protecting a girl against whom such an offence has been committed;
- A new mandatory reporting duty requiring specified regulated professionals (healthcare, social care and teachers) in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl under 18 (at the time of discovery).

Identifying a child at risk of FGM - Indications that FGM may be about to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- Parents requesting permission for their girls to be taken out of school two weeks before or after the holidays (recovery period can be up to 8-10 weeks);
- A child talking about a long holiday to her country of origin or another country where the practice is prevalent;
- A child talking about "becoming a woman" or "rites of passage" or a "special ceremony";
- A child talking about new clothing or special outfits;
- A child may confide in a professional that she is about to undergo a "special procedure" or attend a special occasion;
- Becoming withdrawn or acting out of character;
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Identifying a child who has been subject to FGM - Indications that FGM may have already taken place:

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;
- There may be prolonged absences from school;
- A prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that the girl has recently undergone FGM;
- A child requiring to be excused from physical exercise lessons without the support of her GP;
- A child may confide in a professional or ask for help professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:

- Younger siblings;

- Current daughters or daughters she may have in the future;
- Extended family members.

For further information: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Forced Marriage

Whilst not a direct risk for pupils at Parklands Nursery School and Playgroup staff are aware that forced marriage can happen to children as young as ten years of age.

Forced marriage is 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. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

FM was made illegal as of 16th June 2014.

For further information: "The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage" 2014

Forced Marriage Unit – 020 7008 0151

fmu@fco.gov.uk

Preventing Radicalisation and Extremism

The Counter-Terrorism and Security Act, which received Royal Assent on 12th February 2015 and The Prevent Duty – July 2015 place a duty on specified authorities, including the 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').

The Counter-Terrorism and Security Act 2015 also place 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. Schools and colleges who are required to have regard to "Keeping Children Safe in Education" are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12th April 2015.

The biggest threat is around terrorist groups seeking to radicalise and recruit people. This threat is greater amongst young people. Extremism is defined as a rejection of a cohesive, integrated, multi-faith society and parliamentary democracy. The local agenda supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as 'Islamic State' but also from radical 'far right' and other political groups who may attempt to radicalise children and young people.

Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation.

Designated Safeguarding Lead within the school will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the “Prevent Duty” schools must address the four key areas which are:

- Risk Assessment;
- Working in Partnership;
- Staff Training;
- IT Policies.

Risk Assessment

School staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police:

E-mail: prevent@northants.pnn.police.uk or phone 101 (ext. 343931) or 101 (ext. 345215)

Or from the DFE who also have a dedicated helpline: 020 7340 7264.

Actual Referrals must go to the MASH.

Working in Partnership

Schools are required to work in partnership with the NSCB, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent and other partners will be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents and their families is also important as they are in a key position to spot signs of radicalisation. The school recognise it is important to assist and advise families who raise concerns and direct them to support mechanisms.

Staff Training

In line with the Prevent Duty, a school is required to assess training needs in the light of their assessment of risk. Despite Parklands Nursery School and Playgroup assessing their risk to be low the Headteacher/DSL will be accessing training accordingly.

IT Policies

Measures are in place at Parklands Nursery School and Playgroup which includes filtering of online access and learning experiences which help the children to understand ways in which to stay safe online.

Staff have been made aware during in-house training of the dangers of online activity by terrorist and extremist groups and know how to report any concerns to the E-Safety Lead (Sarah Brooking) and DSL.

Suspected on-line terrorist content can be reported to HM Government:

www.gov.uk/report-terrorism

Further Information:

PREVENT

For more information on PREVENT, see GOV.UK website.

- Community Safety Team, Northamptonshire County Council

Contact Community Safety and Harm Reductions Team Manager – Emma Hildreth

E-mail: ehildreth@northamptonsnhire.gov.uk

Tel: 01604 366517

- Prevent Officer DC 461 Sean Arbuthnot 07557776230
Sean.arbuthnot@northants.pnn.police.uk

APPENDIX 3

Fundamental British Values in the Early Years

- This is how we should be interpreting Fundamental British Values in the early years and how that will be reflected by Ofsted in inspection.
- The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs which are already embedded in the Early Years Foundation Stage.
- Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). The duty came into effect from July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>
- The DfE will be in due course amending the EYFS to reference providers' responsibilities in the light of the Prevent duty.
- What this means in practise:
 - **Democracy: making decisions together**
 - As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:
 - All staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action. Children sharing their own views with their peers and adults, being listened to.
 - Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.
 - **Rule of law: understanding rules matter as cited in Personal Social and Emotional development**
 - As part of the focus on managing feelings and behaviour:
 - Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules/routines about tidying up and ensure that all children understand rules/routine apply to everyone.
- **Individual liberty: freedom for all**
- As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:
- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.
- **Mutual respect and tolerance: treat others as you want to be treated**
- As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:
- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
- **What is not acceptable is:**
- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from their wider community.

- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.