



Child Protection and Safeguarding Policy

May 2017

REVIEWED:
2017

REVIEWED:
2018

REVIEWED:
2019

REVIEWED:
2020

STATEMENT OF POLICY

The Governing Body and the whole staff team are committed to ensuring the thorough implementation of safeguarding procedures to keep our pupils safe. This policy sets out how this will be achieved.

The Early Years Foundation Stage’s (EYFS) statutory guidance on safeguarding runs in parallel to this document and underpins our work and commitment to safeguarding; all aspects of the EYFS are adhered to.

We recognise and understand the additional safeguarding risks associated with the fact that our children have special educational needs and disabilities and are committed to removing any barriers that may exist in being able to recognise abuse or neglect in pupils. Our training and approaches reflect these additional risks and throughout our work with children we constantly try to develop their ability to communicate and express themselves (see Appendix 7 of this document for more detail).

A signed record will be kept to acknowledge that staff have read this policy.

The Governing Body agreed this policy on: May 15th 2017

This policy will be reviewed by the Full Governing Body

Review frequency: annually

Signed:

Date:

Headteacher – Laura Jeffs

Signed:

Date:

Chair of Governors – Paula Roan

Named staff & contacts	3
Introduction	4
Safeguarding Commitment	5
Roles and Responsibilities	
General	6
Governing Body	6
Headteacher	7
Designated Safeguarding Lead	8
Records, Monitoring and Transfer	8
Support to pupils and School Staff	8
Other Relevant Policies	10
Recruitment and Selection of Staff	10
Appendix 1 - Procedure to follow in cases of possible, alleged or suspected abuse	11
Appendix 2 - Procedure for allegations against staff and volunteers	13
Appendix 3 - EYFS Policy for the use of Cameras and Mobile Phones	14
Appendix 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation	15
Appendix 5 – Radicalisation and Extremism Risk Assessment	16
Appendix 6 – Female Genital Mutilation	18
Appendix 7 – How do we ‘teach’ safeguarding at Menphys Nursery schools?	19

Named staff and contacts

- Designated Safeguarding Lead: Laura Jeffs
- Deputy Designated Safeguarding Lead/s: Julie Kendrick (at Sketchley Hill) and Carole Bull / Jo Lacey (at Wigston)
- Prevent Single Point of Contact (SPOC): Laura Jeffs Headteacher
- Designated Teacher for Children in Care: Laura Jeffs Headteacher / Senior Teacher
- Nominated Safeguarding Governor: To be confirmed
- Safeguarding and Improvement Unit contacts:

Safeguarding and Improvement Unit Service Manager (Acting):

Judith Jones 0116 3057411

LADO / Allegations:

Mark Goddard, Karen Browne 0116 305 7597

Safeguarding Development Officer:

Simon Genders 0116 305 7750

First Response Children's Duty (Priority 1 referrals)

Telephone 0116 3050005

Fax 0116 3050011

Email childrensduty@leics.gov.uk

Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals

<http://lrsb.org.uk/childreport>

Early Help – Request for Services

http://www.leics.gov.uk/index/children_families/early_help.htm

Family Information Service: 0116 3056545 email: family@leics.gov.uk

Contact to learn outcome of referrals: 0116 3050005

1 Introduction

1.1 The Menphys Nursery Schools fully recognises the contribution they can make to protect children and support pupils in school. 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. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – "Statutory guidance for schools and colleges", September 2016* and "*Working Together to Safeguard Children", 2015.*
- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

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

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring 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** (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 protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

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 will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 The schools adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. 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 worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are 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;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- 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, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128).

2.3 **Safeguarding in the Curriculum** *(please amend this section to reflect your school)*

Children are taught about safeguarding in school (see Appendix 7). The following areas are among those addressed in PSED and in the wider curriculum:-

E Safety / Internet safety

Stranger danger

Fire and water safety

Road safety

Extremism and Radicalisation (see Appendices 4 and 5)

Staff receive training to develop their awareness and understanding of:

Domestic violence / Relationships / Consent

So called Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),

Sexual exploitation of children (CSE)

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 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” September 2016, the Governing Body will ensure that:-

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.

- 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 Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- 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 there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB 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 (including this policy and Part 1 of Keeping Children Safe in Education). The Local Authority Induction leaflet, “Safeguarding in Education Induction – Child Protection Information, Safer Working Practice” will be used as part of this induction.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- 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 Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings October 2015”. Information is provided to the Local Authority (on behalf of the LSCB) through the Annual Safeguarding Return.
- 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 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (eg Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

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 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 Local Authority Allegations Manager
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- 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 Children’s Social Care (Children’s Services) or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- 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.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school
- To attend and contribute to child protection conferences when required
- Be alert to the specific needs of children in need, those with educational needs and young carers
- Ensure each member of staff has access to and understands the school’s child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of “Keeping children safe in education” to all staff;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.

- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” 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. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes 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, eg Designated Safeguarding Leads and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [or 6th form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

5 Support to pupils and school staff

5.1 Support to pupils

Our school 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 components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our schools seek to remove any barriers that may exist in being able to recognise abuse or neglect in pupils experiencing Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 5.2 **Peer on Peer Abuse** – given the age and developmental levels of our pupils we recognise the importance of supporting children to build effective and respectful relationships. Acceptable social behaviour is carefully modelled by adults and much teaching focuses on developing skills in this area. Children are taught to respect each other and celebrate difference.

- 5.3 **Sexting** – Although unlikely given the needs and age of our pupils, the school’s would always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis. The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

5.4 **Children Missing from Education** – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded.

5.5 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children’s Duty if appropriate.

5.6 **So-called ‘honour-based’ violence** (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.7 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school’s complaints 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 they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

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 child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children’s Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

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, including:

- Pupil Behaviour
- Staff Code of Conduct
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs
- Trips and visits
- Health, Safety and Wellbeing
- Site Security
- Equal Opportunities
- e-safety
- Whistle Blowing
- Early Years Foundation Stage Statutory Guidance
- Employee Grievance
- Moving and Handling

The above list is not exhaustive but when undertaking development or planning of any kind the school will 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 follow the Statutory Guidance: *"Keeping children safe in education September 2016, Part Three: Safer recruitment"*.

8.2 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, unfounded, 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.

8.3 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 code of conduct for adults working with children. The Leicestershire County Council Induction leaflet is given to all staff and is the basis for the safeguarding induction.

8.4 In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.

8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).

- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2016 (part 4: Allegations of abuse made against teachers and other staff)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

2) Headteacher (or Chair of Governors)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children’s Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager
 - Co-operation with the investigating agency’s enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or NCTL, depending on the outcome.

APPENDIX 3

Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our setting, have agreed to the following protocols for the use of personal mobile phones, cameras and other recording devices.

All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)

Members of staff, volunteers and students are prohibited from taking photographs or recording the pupils in any other way on their own devices in any circumstances.

Members of staff, volunteers and students are prohibited from using or checking their mobile phone or other devices in the presence of pupils. During the working day, staff should ensure that their mobile phones are kept in a suitable place e.g. in their bag within a locked cupboard or in the staff room. No mobile phones or other devices should be stored within the reach of children in any area of the Nursery.

Health Care Workers employed by the Diana Community Nursing team are able to access their NHS issued mobile phone within the setting but, unless in an emergency situation, they are prohibited from using it in the presence of children. In normal circumstances Health Care Workers should store their mobile phones in a suitable place; they should not be within reach of children.

Visitors should be made aware of our protocols on arrival at the Nurseries. Visitors who will be accompanied by Nursery staff at all times e.g. prospective parents, are to be asked to switch their phones off and not to use them within the setting. Visitors who are likely to be on their own with pupils such as Specialist Teachers or Therapists will be asked to leave their phones and devices at the main office for the duration of their visit or in their bags within the staff room.

Practitioners will have access to a nursery mobile phone on trips and outings. The nursery phone will be used for all communication. Whilst staff are allowed to take their own phones on trips and outings, they should be kept safely within their bag and not used or checked in the presence of children.

Only nursery equipment should be used to record pupils and classroom activities. Photos and recordings should be downloaded to Nursery PCs and deleted from devices e.g. iPads as soon as possible.

When parents choose to forward photographs of their child to the setting or communicate with practitioners, the main nursery email address rather than personal email addresses must be used. Practitioners are prohibited from emailing photographs of pupils in any circumstance.

During Nursery events, parents and carers are permitted to take photographs and make recordings of their own children. We must ensure that parents and carers understand that any photographs or recordings are not published on social networking sites such as Facebook. In the case of children who are not allowed to be photographed in any circumstance, special measures will need to be put in place; these will need to be considered on an individual basis.

APPENDIX 4

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 5 The Menphys Centre, Wigston Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	YES	Within Child Protection Policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	YES	Training being provided by local Prevent team
Have staff received appropriate training?	YES	Delivered as part of work on British Values by HT. To be delivered in October by external provider.
Has the school got a trained Prevent lead?	NO	Discuss with Safeguarding Team
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	YES	Headteacher
Is suitable filtering of the internet in place?	YES	Children never use ICT equipment unsupported
Do children know who to talk to about their concerns?	YES	Key worker system enable secure attachments. Promoting the development of communication skills underpins the nursery's work.
Are there opportunities for children to learn about radicalisation and extremism?	NO	Policy for British Values has been developed
Have any cases been reported?	NO	
Are individual pupils risk assessed?	NO	
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	None identified.	
Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

APPENDIX 5 Sketchley Hill Menphys Nursery Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	YES	Within Child Protection Policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	YES	Training being provided by local Prevent team
Have staff received appropriate training?	YES	Delivered as part of work on British Values by HT. To be delivered in October by external provider.
Has the school got a trained Prevent lead?	NO	Discuss with Safeguarding Team
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	YES	Headteacher
Is suitable filtering of the internet in place?	YES	Children never use ICT equipment unsupported
Do children know who to talk to about their concerns?	YES	Key worker system enable secure attachments. Promoting the development of communication skills underpins the nursery's work.
Are there opportunities for children to learn about radicalisation and extremism?	NO	Policy for British Values has been developed
Have any cases been reported?	NO	
Are individual pupils risk assessed?	NO	
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	None identified.	
Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

Reviewed 30. 04. 17 L.Jeffs

APPENDIX 6

Female Genital Mutilation

Starting in October 2015, section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 placed a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 7 How do we 'teach' safeguarding at Menphys Nursery schools?

Within the setting safeguarding and child protection is central to everything we do. Staff have regular training on safeguarding and associated issues; policies and procedures are understood, valued and embedded in our ethos. As educators we recognise the importance of teaching children the skills and experiences that will support and enable them to keep themselves safe as they grow and develop. This 'teaching' is woven into our daily practice.

Examples of our daily practice that supports children to develop the requisite skills needed to keep themselves safe:

- **Social Interaction:** including - developing an interest in others, recognising rules, boundaries and routines, appropriate touch, making friends, sharing play and learning with others. This enables children to recognise acceptable interactions and to build positive and reciprocal relationships with other.
- **Independence and Self-Help:** including - dressing, undressing, self-care, toileting and feeding skills. Encouraging children to become as independent as they are able prepares them for adulthood and reduces reliance on others.
- **Communication:** including – a range of alternative methods of personalised communication such as photographs, PECS and Makaton Signs so children can communicate their views and feelings e.g. express choices, make requests and demonstrate/understand their emotions. Supporting children to develop their communication provides them with the skills to express worries and concerns and also enables them to make decisions.
- **New experiences:** including trips, outings, visitors, special events and new learning activities. As well as enriching children's learning, introducing new experiences supports and prepares children for becoming part of the wider world.
- **Rules and Routines:** including being kind to others, safe and appropriate exploration of toys and materials, moving sensibly around the nursery, holding hands when out and about rather than using a buggy. Encouraging children to understand and accept rules helps them to avoid putting themselves in dangerous and vulnerable situations both now and in the future.

Additionally within the setting, we have a particularly strong focus on teaching and learning associated with Personal Social and Emotional Development (e.g. self-awareness, self-confidence, self-esteem, like/dislikes, strengths, secure relationships and individuality) and Physical Development (inside and outside play, sensory exploration). Innovative, differentiated and enriching learning opportunities focusing on these areas are woven into children's daily experiences.