



## Safeguarding Children & Child Protection

Updated: August 2024

**The designated senior person for safeguarding and child protection is:**

Nabeela Bhaiji (manager)  
Contact email: [manager@littlediscoverers.org](mailto:manager@littlediscoverers.org)  
Tel: 07415160018

**The deputy designated person is:**

Faheema Ali  
[f.ali@littlediscoverers.org](mailto:f.ali@littlediscoverers.org)  
07397915317

**The nominated safeguarding and child protection governing body member is:**

Ismail Adam (Governing body)  
Tel: 07853086353

**The LA Designated Officer for Blackburn with Darwen is:**

Jonathan Leniewskil

Contact email: [lado@blackburn.gov.uk](mailto:lado@blackburn.gov.uk)  
Tel: 01254 666488

**Blackburn with Darwen – Children’s Advice and Duty Service (CADS):**

**01254 666400**

**Out of Hours- 01254 587547**



## **Policy Statement and Principles**

This policy is one of a series in the nursery's integrated safeguarding portfolio which includes the following policies:

Data Protection, Health & Safety, Photography, Attendance, Social Media and Mobile Phones.

### ***Safeguarding & Child Protection Statement***

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or is suffering significant harm, the nursery will follow the procedures set out in the Blackburn with Darwen Local Safeguarding Children Board (LSCB) Procedures.

These are available in electronic form at: <http://www.lscb.org.uk>

### ***Our core safeguarding principles are:***

- the nursery's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-nursery community of pupils, parents, staff and non- executives will be involved in policy development and review
- policies will be reviewed at least annually

### ***Policy Aims***

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the nursery's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the nursery's safeguarding portfolio

***Prevention:*** Little Discoverers is committed to early help and identification of unmet needs and vulnerabilities. The nursery works in partnership with other agencies to promote the welfare of pupils and keep children safe.

***Protection:*** All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with the Local Safeguarding Children Board procedures).

***Support:*** Our nursery acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupils, staff and families are supported appropriately.

Little Discoverers will work with children, parents and the community to ensure the rights and safety of children, young people\* and vulnerable adults. Safeguarding and promoting the welfare of children, in relation to this policy is defined as:



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

At Little Discoverers, to safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

## Terminology

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (**Working Together to Safeguard Children 2015**).

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (**Children Act 1989**).

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

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

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

The nursery staff are aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Staff working on the frontline with children and families are often the first people to identify a concern, observe changes in a child's behaviour or receive information relating to indicators of abuse. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our



attention. This includes sharing information with any relevant agencies such as local authority services for Children's Social Care, family support, health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

## Procedures

We carry out the following procedures to ensure We meet the three key commitments of the Safeguarding Children Policy, which incorporates responding to child protection concerns.

Little Discoverers are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships.
  - Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour
  - Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families; including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).
  - Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information, and seek the help that the child may need at the earliest opportunity.
- 
- Our designated person who co-ordinates child, young person and vulnerable adult protection issues is: Nabeela Bhajji
- 
- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.
  - Our designated officer who oversees this work is: Faheema Ali
- 
- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
  - The designated person (and the person who deputises for them) understands Local Safeguarding Partners (LSPs) safeguarding procedures, attends relevant LSPs training at least every two years and refreshes their knowledge of safeguarding at least annually.
  - We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
  - All staff understand that safeguarding and child protection is their responsibility.
  - All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child



protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.

- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSPs.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:



- be aged 17 or over;
  - be considered competent and responsible;
  - receive a robust induction and regular supervisory meetings;
  - be familiar with all the settings policies and procedures;
  - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
    - the criminal records disclosure reference number;
    - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
    - the date the disclosure was obtained; and
    - details of who obtained it.
  - All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
  - Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
  - In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour [outlined in the employee handbook].
  - We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
  - Procedures are in place to record the details of visitors to the setting.
  - Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
  - Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Staff do not use personal cameras or filming equipment to record images.
  - Personal mobile phones are not used where children are present.
  - The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
  - We keep a written record of all complaints and concerns including details of how they were responded to.
  - We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
  - The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.



- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted or RIDDOR.
- We have systems in place to ensure that usage of all recordable devices, such as, mobile phones, smart watches, and cameras, or other electronic devices with imaging and sharing capabilities
- The management of information and records ensures that personal details and information of staff, children and families are in line with data protection guidance and our Information and Records Policy.
- We are responsible for following local and national statutory guidance and Prevent Duty Guidance.
- Our staff are recruited and managed to ensure they are and remain safe and suitable to look after children, in line with our Safer Recruitment Policy.
- We ensure that we have contacts for and access to local children's safeguarding partnerships. We will outline all steps to safeguard children, documenting how any cause for concern will be reported to relevant bodies in line with the Safeguarding Policy.

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

### **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting.
    - We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.



- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSPs procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation (FGM) and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSPs procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of FGM to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the local procedures as published by the local safeguarding partners.





- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the local safeguarding partners.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way [we/I] speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.
- Recording suspicions of abuse and disclosures
- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child, although it is OK to ask questions for the purposes of clarification;
  - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.



- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
- Where the local safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, [we/I] include those procedures alongside this procedure and follow the steps set down by the local safeguarding partners.

### **Making a referral to the local authority children's social care team**

- We keep a copy of this document alongside the procedures for recording and reporting set down by our local safeguarding partners, which we follow where local procedures differ.

### **Escalation process**

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSPs escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by safeguarding partners to resolve professional disputes.

### **Informing parents**

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the local safeguarding partners does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

### **Liaison with other agencies and multi-agency working**

- We work within the local safeguarding partners guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social



workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.

- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

### **Allegations against staff and persons in position of trust**

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
  - inappropriate sexual comments;
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works 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
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- we respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:

*Megan Dumpleton Contact*

*EMAIL:* [megan.dumpleton@blackburn.gov.uk](mailto:megan.dumpleton@blackburn.gov.uk)

Tel: 01254 585184

Children's advice and duty service CADS: 01254 666400

---



- 
- We also report any such alleged incident to Ofsted, as well as what measures We have taken. We are aware that it is an offence not to do this.
  - We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
  - Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

### **Disciplinary action**

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, [we/I] will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

### **Training**

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- Nabeela Bhaiji receive appropriate training, as recommended by the local safeguarding partners, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year

### **Curriculum**



- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the local safeguarding partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

### **Support to families**

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the local safeguarding partners.

### **Statutory Guidance**

Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained nursery and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### **Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect children and keep them safe.

Simplistically this is done by following the 4 R's

- **Recognise** – unmet needs, abuse and harm
- **Respond** – alert the Designated Safeguarding Lead (DSL) and/or Children's Services



- **Record** – ensure records are kept up-to-date and secure
- **Refer** – share information and refer to external agencies to safeguarding and protect children from harm

#### **All staff (including governing body):**

- must have children's safeguarding training appropriate to their role and responsibility which is updated at least every year (except Designated Leads);
- should be aware of the signs of abuse and neglect;
- should be aware of how to respond to specific safeguarding concerns as outlined in this policy;
- have a responsibility to identify those children who may require early intervention support and what action to take to ensure they are supported appropriately;
- have a responsibility to identify and respond to a child who is or likely to suffer significant harm and what action they must take, appropriate to their role;
- must be aware of the importance of multi-agency partnership working and information sharing processes;
- who work directly with children and can contribute to early support and safeguarding assessments must be aware of the risk sensible approach to safeguarding adopted in Blackburn with Darwen (BwD).

#### **The non-executive committee must ensure that:**

- the nursery complies with their duties under legislation;
- all staff have read at least part one of Keeping children safe in education (July 2015);
- the nursery contributes to multi and interagency working in line with Working Together to Safeguard Children 2015. This includes early help, child in need and child protection assessments (see Section 5);
- there is a child protection policy and procedures that are consistent with LSCB requirements, reviewed and updated annually and made available to parents (available on the nursery website);
- there are procedures for dealing with allegations of abuse made against members of staff including allegations made against the manager and a nominated person identified to liaise with the BwD Local Area Designated Officer (LADO);
- policies adopted by the governing body are disseminated, followed and understood by staff;
- they appoint a member of staff from the senior leadership team to the role of Designated Safeguarding Lead (DSL);
- they consider how children may be taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum;



here are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;

- there are procedures in place to handle allegations of abuse of children against other children;
- there are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- the child's wishes and 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;
- they appoint a designated teacher to promote the educational achievement of children who are looked after and this person has appropriate training; and
- ensure the nursery ICT policy addresses the safety of children in accessing terrorist and extremist material when accessing the internet and that suitable filtering software is in place.

### **The Manager:**

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensures that pupils' safety and welfare is addressed through the curriculum; and
- provide a termly summary to non-executive committee.

### **The Designated Safeguarding Lead (DSL):**

A deputy lead must also be identified who can undertake those functions in the absence of the DSL.

The broad areas of responsibility for the Designated Safeguarding Lead as outlined in 'Keeping children safe in education 2015' are:

### **Managing referrals:**

- Refer all cases of suspected abuse to the local authority children's social care and:
  - To the designated officer for child protection concerns (all cases which concern a staff member)- this remains the LADO in BwD
  - To the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - The Police (cases where a crime may have been committed)
- Should liaise with the CEO and the nominated safeguarding and child protection governing body member to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.





- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

**Training:** The DSL should receive appropriate training every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities' conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the nursery child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the nursery may put in place to protect them.

**Raising Awareness:** The designated safeguarding lead should ensure the nursery's policies are known and used appropriately:

- Ensure the nursery's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with non- executive committee regarding this;
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the nursery in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- Where children leave the nursery ensure their child protection file is transferred to the new nursery as soon as possible in a safe and reliable way.

### **Good Practice Guidelines**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. This expectation of good practice applies to all staff.

### **All staff and volunteers will:**

- treat all pupils with respect;
- treat pupils as individuals;
- put the child's welfare first;
- set a good example by conducting ourselves appropriately;
- involve pupils in decisions that affect them;
- encourage positive and safe behaviour among pupils;
- (Dr Usman Master, Ismail Adam) ~~vuln~~ be a good listener;
- be alert to changes in pupils' behaviour;
- recognise that challenging behaviour may be an indicator of abuse;
- read and understand the nursery's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information- sharing;
- ask the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during sporting activities or administering first aid;
- maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- be aware that the personal and family circumstances and lifestyles of some pupils lead to an





increased risk of abuse;

- be aware and sensitive of different cultures and different communities;
- be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as in his/her mother tongue;
- share concerns immediately with the DSL; and
- always act in the best interest of the child or young person.

### **Children who may be particularly vulnerable**

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

**To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:**

- disabled or have special educational needs
- living in a domestically abusive situation
- affected by parental substance misuse
- asylum seekers
- regularly absent from nursery
- attending alternative provision or subject to a managed move
- living away from home (frequent movers)
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living a transient lifestyle
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- speakers of another first language
- children that are subject to a Child Protection Plan
- exhibit any changing behaviours that cause concerns
- missing from education

### **Blackburn with Darwen Continuum of Need and Response**

The Blackburn with Darwen Children's Continuum of Need and Response (CoNR) framework is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection

required to ensure children grow up in circumstances that achieve their best outcomes. The framework supports a risk sensible approach (see Appendix A).

### **Early Support**

Early support and intervention to address unmet needs can be either single agency (such as within nursery) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/family using this process. They should also be aware of and undertake the role of Lead Professional appropriate.

**Under LSCB information sharing guidelines consent is required to undertake a CAF assessment**

## 1. Recognising and Responding to Safeguarding Concerns

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the Multi Agency Safeguarding Hub (MASH) 01254 666400.

The Department for Education 'What to do if you are worried a child is being abused - Advice for practitioners' is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff should be able to access a copy of this.



What\_to\_do\_if\_y  
ou\_  
re\_worried\_a\_chi  
ld\_is

The following flowchart will be visible for staff to be able to identify actions required when they have a safeguarding concern:



Action when a  
child has  
Suffered or is  
like

The above guidance has been amended from 'Keeping children safe in education' to reflect local procedures.

### Child in Need(CIN)

Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child is disabled.

Referral to Children's Services is via the Multi Agency Safeguarding Hub using the MASH form (see the next section)

**Under LSCB information sharing guidelines consent is required to refer for a CIN assessment**

### Child in Need of Protection

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:



- is the subject of an Emergency Protection Order;
- is in Police Protection; or where they have
- reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

The underlying risk factors and high risk indicators are identified on the Multi Agency Safeguarding Hub (MASH) form which is to be used for all referrals to Children's Services (Also see referral flow chart appendix A):



mash\_ref\_form.docx

**Under LSCB information sharing guidelines, consent can be overridden for a child protection referral**

#### **Referral to children's social care**

- **Telephone Blackburn with Darwen Borough – MASH (Multi-Agency Safeguarding Hub) 01254 666400**
- **Complete a MASH referral form and send securely to [cypreferrals@blackburn.gcsx.gov.uk](mailto:cypreferrals@blackburn.gcsx.gov.uk)**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual abuse and neglect:

#### **Physical abuse**

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

#### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve



conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. 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.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

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

*(Definitions are taken from Working Together to Safeguard Children 2015).*

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to MASH immediately. Anybody can make a referral. If the child's situation does not appear to be improving ~~test~~ member with concerns should press for re-consideration.

### **Key points for staff to remember for taking action are:**

- in an emergency take the action necessary to help and protect the child, for example, call 999
- report your concern to the DSL as soon as possible
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will



happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

### **During their conversations with the pupils, staff will:**

- allow them to speak freely
- endeavour to utilise a neutral translator if necessary
- remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- tell the pupil that in order to help them, the member of staff must pass the information on
- do not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated person, the staff member should inform the DSL that the child will be coming to see them at some point
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the record of concern form and hand it to the designated person
- seek support if they feel distressed.

### **Notifying parents**

The nursery will normally seek to discuss any concerns about a pupil with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the nursery believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

## Specific Safeguarding Circumstances

### Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- All staff will undertake CSE training appropriate to their role

Link to Pan Lancashire CSE Standard Operating Protocol:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_sex\\_exp.html](http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html)

### Children Missing from Education

This can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones. Staff must follow nursery procedures when a child misses education particularly on repeat occasions to prevent the risk of them going missing in the future.

The nursery will inform the local authority of any pupil who is going to be deleted from the register whereby:

- Parents have removed their child without any notification and where concerns are raised about safety and welfare of the child
- Where a child goes missing for more than 10 days and no communication with parents.
- Where a child goes missing and suspected of going abroad without any notification Link to LSCB

procedure:



child\_missing\_no  
\_ed uc.pdf

### Prevent

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. From July 2015 all nurseries are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

- staff should have a general understanding of how to identify a child who may be at risk of radicalisation
- staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- staff should use professional judgement in identifying children who might be at risk of



- radicalisation and act proportionately
- staff will undertake training appropriate to their role (the DSL will undertake Prevent Workshop to Raise Awareness of Prevent (WRAP) training)
  - the nursery ICT policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
  - staff must speak to the DSL if they have concerns
  - the DSL must follow LSCB procedures in relation to obtaining advice and/or making a referral to Channel

Link to LSCB procedures: [http://panlancashirescb.proceduresonline.com/chapters/p\\_violent\\_extremism.html](http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html)

Little Discoverers will also refer to and apply guidance issued by Blackburn with Darwen Borough Council "Preventing Extremism and Radicalisation Supplementary Safeguarding Advice & Guidance for nursery"



Prevent Advice  
and Guidance for  
Schools.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in the UK and a form of child abuse with long- lasting harmful consequences. nursery staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them.

Warning signs for FGM can be found on pages 16-17 of the HM Government Multi-Agency Practice Guidance (link below), and pages 42-44 focuses on the role of nursery and colleges.



Multi-Agency  
Practice  
Guidelines.pdf

- There is a statutory duty upon teachers to report to the police cases where they discover that an act of FGM appears to have been carried out.
- Staff must also follow LSCB procedures.



[http://panlancashirescb.proceduresonline.com/chapters/p\\_female\\_mutilation.html](http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html)

## Online Safety

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The nursery's e-safety policy and social media & mobile phones policy explain how we try to keep pupils safe in nursery. Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying policy and procedures.

## Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including nursery, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including nursery) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent.

Children do not need to give their consent to be referred to the NCA.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery
- The DSL should then contact the NCA and the following persons:
  - Lauren Lysons (MASH Area Team Manager) who is the Single Point of Contact (SPOC) for concerns about children.
  - Sam Mirfin (Safeguarding Adults Team Manager) who is the SPOC for concerns about adults.

Further information on the above and other specific safeguarding concerns (below) can be found on the following:

- <http://panlancashirescb.proceduresonline.com/chapters/contents.html#specific>
  - TES website: <https://www.tes.com/uk/>
  - NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>
- 
- children missing from home or care
  - bullying including cyber/online bullying





- domestic violence
- substance misuse
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- sexting
- teenage relationship abuse
- modern slavery

### **Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing and complaints procedures
- cooperating fully with relevant statutory agencies
- making sure a neutral interpreter is available when English is not the child's first language
- provide time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children 2015.
- 

### **Safer Recruitment**



Our nursery endeavours to do our utmost to employ 'safe' staff by ensuring our recruitment, selection and pre-employment processes are in line with statutory guidance including Disclosure and Barring Service (DBS) and 'Keeping children safe in education 2015' and these are contained within our own safer recruitment procedures.

See also 'single central record' which will be found in the managers office and a copy available below.

**Regulated activity** requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

- will be responsible, on a regular basis in a nursery or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a nursery or college where that work provides an opportunity for contact with children (this includes unsupervised volunteers); or
- engage in intimate or personal care or overnight activity, even if this happens only once

**Teaching staff:** anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Nursery will register and complete these checks as appropriate: <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

**For staff who have regular contact not classed as regulated activity:** an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract

**Staff who work in childcare provision:** In October 2014 schools received supplementary advice detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies. These checks arise from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006. See below.

#### **Disqualification by association:**

The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant settings, including in schools.

Staff who work in early years provision are covered by the Childcare (Disqualification) Regulations 2009:

- staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;
- staff who are directly concerned in the management of such early or later years provision.

The Regulations refer to employing a person "in connection with" these provisions and therefore the Local Authority's advice is:



Nursery setting - All staff will be covered unless a member of staff works before children have arrived at the school or after they have left, in which case the regulations will not apply.

Volunteers and governing body members are not covered by statute, but we will consider whether undertaking such a check is appropriate depending upon the role of these individuals in school.

A person is disqualified if any of the following apply:

- they have been cautioned for, or convicted of certain violent or sexual criminal offences against adults e.g. murder, kidnap, rape, indecent assault or assault causing actual bodily harm;
- they have been cautioned for, or convicted of any offences against children;
- they are the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children (i.e. removing a child from their care or preventing a child from living with them);
- they have had registration refused or cancelled in relation to childcare or children's homes or have been disqualified from private fostering;
- they live in the same household where another person who is disqualified lives or works (disqualification 'by association'). This means that the householder has an order, restriction, conviction, caution etc. set out in the Legislation. It is accepted that staff may not necessarily know this information – the declaration requires them to answer "to the best of their knowledge".

Little Discoverers will:

- ensure all staff have completed and returned a disclosure form
- advice will be sought if it is not clear whether the individual should be suspended from duty, advice will be sought on whether a 'relevant' offence has been committed from the DfE at:

[Mailbox.disqualification@education.gsi.gov.uk](mailto:Mailbox.disqualification@education.gsi.gov.uk)

or from Ofsted at:

[disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)

- Anyone who is disqualified will be immediately removed from the relevant setting and Ofsted will be notified within 14 days. Should the school need to consider suspending an employee, the matter should be discussed with the non-executive committee.
- All new appointees to relevant settings, from this point onwards, will be required to complete the declaration



## Single Central Record:

Keeping Children Safe in Education (2015) sets out the schools responsibility to keep all staff details on the Single Central Record (see Appendix B). This will cover all staff (including supply/cover staff, TA's and Welfare) who work at the school:

Safer recruitment means that all applicants will (appropriate to the role & responsibility):

- have their identity checked;
- a barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- References from previous employers
- A check of professional qualifications: and
- A check to establish the persons right to work in the UK

Further information on details that school must keep can be found in 'Keeping children safe in education 2015' paragraph 74 page 32.

## 2. Allegations of abuse made against teachers and other staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- Allegations against staff should be reported to the manager.
- Allegations against the manager should be reported to the governing body (Dr Usman Master or Ismail Adam) responsible for safeguarding
- The manager and governing body must discuss the allegation with the Local Authority Designated Officer (LADO).
- The full procedures for dealing with allegations against staff can be found in the LSCB's policy on allegations against staff

[http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)

**Staff conduct:** Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Senior Lead.

The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.



All concerns of poor practice or possible child abuse by colleagues should be reported to the manager. Complaints about the manager should be reported to the governing body members (Dr Usman Master, Ismail Adam) who are responsible for safeguarding.

## **Complaints**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by the manager and non-executive committee.

Complaints from staff are dealt with under the school's complaints procedures which can be found in our nursery complaints policy accessible on school website.

## **Staff training**

It is important that all staff have appropriate training and are confident and competent to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern (see also section 3: Roles and Responsibilities).

New staff and governing body will receive training during their induction. All staff, including the Deputy DSL and governing body will receive training that is updated at least every three years and the DSL will receive training updated at least every two years.

**Guidance for Safer Working Practice** – a copy of this guidance is accessible (on school website) by all members of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

The non-executive committee, via the manager, must be satisfied that every member of staff has read and understood the guidance, with a signed declaration agreeing to operate in line with the best practice guidance.

A copy of the most recent guidance can be found here:



BwD LSCB Safer Working Practice Guid

## **Confidentiality and Information Sharing**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the manager who is also a Designated Safeguarding Lead, or CEO (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.



Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the manager.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

### **Types of abuse and particular procedures followed**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or more rarely, a stranger.

This could be an adult or adults, another child or children.

*What to do if you're worried a child is being abused (advice for practitioners) 2015 and Working Together to Safeguard Children (2018)*

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.



### **Indicators of child abuse**

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

Emotional states:

- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:

- Aggressive
- Oppositional habitual body rocking.

Interpersonal behaviours:

- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

### **Peer-on-peer abuse**

We are aware that peer-on-peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. We will report this in the same way we do for adults abusing children, and will take advice from the appropriate bodies on this area; to support for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

### **Physical abuse**

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

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself or if a child's injuries are a regular occurrence or there is a pattern to their injuries then you must report your concerns.



### **Fabricated illness**

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse and any concerns will be reported, in line with our safeguarding procedures.

### **Female genital mutilation (FGM)**

FGM can also be known as Female Genital Cutting. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (definition taken from the Multi-agency Statutory Guidance on Female Genital Mutilation)

The procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community.

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:

- Severe pain
- Shock
- Bleeding
- Infection such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections
- Death in some cases

If you have concerns about a child or family, you should contact children's social care team in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

### **Breast ironing/flattening**

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear, or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage.

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.





Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse.

### **Sexual abuse**

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

If a child is being abused, staff may observe both emotional and physical symptoms.

#### Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language

#### Physical Signs:

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy



## **Child sexual exploitation (CSE)**

*Keeping Children Safe in Education (2020)* describes CSE as: CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Signs and indicators may include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you wouldn't expect them to know
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

## **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.



## **Emotional abuse**

Working Together to Safeguard Children defines emotional abuse as the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs and indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Overreaction to mistakes
- Extreme fear of any new situation
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Appear unconfident or lack self-assurance.

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

## **Neglect**

Working Together to Safeguard Children defines Neglect as 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. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child.

## **County Lines**



The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and indicators to be aware of include:

- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc.)
- Missing from home or schools and/or significant decline in performance
- New friends or relationships with those who don't share any mutual friendships with the victim or anyone else
- May be carrying a weapon
- Receiving more texts or calls than usual
- Sudden influx of cash, clothes or mobile phones
- Unexplained injuries
- Significant changes in emotional well-being
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries
- Gang association or isolation from peers or social networks.

### **Cuckooing**

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home.

If we recognise any of these signs, we will report our concerns as per our reporting process.

If staff have any concerns regarding county lines/cuckooing they will be reported in the usual way.

### **Contextual safeguarding-**

As young people grow and develop they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

### **Domestic Abuse / Honour Based Abuse / Forced Marriages**

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.



## **Extremism – the Prevent Duty**

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts

We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

## **Online Safety**

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for further details.

## **Human Trafficking and Slavery**

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.

## **Adult sexual exploitation**

As part of our safeguarding procedures we will also ensure that staff and students are safeguarded from sexual exploitation.

## **Up skirting**

Up skirting involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual. This is a criminal offence and any such action would be reported following our reporting procedures.

## **Child abuse linked to faith or belief (CALFB)**

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

## **Reporting Procedures**



All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL Nabeela Bhajji and Ismail Adam (in the absence of the DSL they will be reported to the Deputy DSL) Ismail Adam and Faheema Ali
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely.
- For children who arrive at nursery with an existing injury, a form will be completed along with the parent's/ carers explanation as to how the injury happened. Staff will have professional curiosity around any explanations given, any concerns around existing injury's will be reported.
- If appropriate, any concerns/or incidents will be discussed with the parent/carer and discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The designated safeguarding lead will:

- Contact the Local Authority children's social care team to report concerns and seek advice immediately, or as soon as it is practical to do so . If it is believed a child is in immediate danger we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children then the DSL will follow the reporting allegations procedure (see below).
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken.

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority children's social care team, the Police or the NSPCC and report their concerns.

These contact numbers are displayed in the office and in this policy.

### **Domestic Abuse, Honour Based Abuse and Forced Marriage**

**The cross-government definition** of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. **The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.**

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic **abuse**. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.



All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties
- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Child Protection policy).

Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

### **Honour based abuse**

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

Where incidents of HBA are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.



## **Forced Marriage**

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced'.

If we suspect or receive information about a forced marriage being planned then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years then we will report the incident to the children's social care team.

If we believe a person is in imminent danger of being forced into a marriage we may contact the Police and the Government's Forced Marriage Unit (FMU) on 020 7008 0151.

## **Responding to a spontaneous disclosure from a child**

If a child starts to talk openly to a member of staff about abuse they may be experiencing then staff will:

- Give full attention to the child or young person
- Keep body language open and encouraging
- Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today'
- Take time and slow down: we will respect pauses and will not interrupt the child – let them go at their own pace
- Recognise and respond to their body language
- Show understanding and reflect back
- Make it clear you are interested in what the child is telling you
- Reflect back what they have said to check your understanding – and use their language to show it's their experience
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.

Any disclosure will be reported to the nursery manager or DSL and will be referred to the local authority children's social care team immediately, following our reporting procedures.

## **Recording Suspicions of Abuse and Disclosures**

Staff should make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure, location
- Exact words spoken by the child (word for word) and non-verbal communication
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the \*manager/ \*DSL/ dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately. It is not the nursery's role to investigate, it is the role of statutory services to complete this.





Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to cooperate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's social care team/police does not allow this to happen. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

### **Confidentiality**

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

The Nursery has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR)<sup>1</sup>. These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

### **Support to families**

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

### **Record Keeping**

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The Nursery keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

### **Allegations against adults working or volunteering with children**

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

An allegation against a member of staff/student/volunteer/supply staff or any other person may relate to a person who 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;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
-



The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the \*owner/\*registered person deputy manager instead. This will be referred to our Local Lado Megan Dumbleton.

At Little Discoverers we will follow our own local safeguarding partnership website information about how to report an allegation and we would also inform Ofsted immediately in order for this to be investigated by the appropriate bodies promptly:

- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the local authority children's social care team yourself directly
- The local authority children's social care team will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (local authority children's social care team , Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the local authority children's social care team and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority children's social care team support and advice
- The nursery reserves the right to suspend any member of staff during an investigation, Legal advice will be sought to ensure compliance with the law.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police will also be informed.
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Unfounded allegations will result in all rights being reinstated
- A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

### **Monitoring children's attendance**

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should please inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. If contact cannot be established then we would assess if a home visit is required to establish all parties are safe. It is a parent's responsibility to keep their emergency contact details updated.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safe and well.



### **Looked after children**

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

### **Staffing and volunteering**

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all staff employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or be left unsupervised with children.

We will obtain enhanced criminal records checks (DBS) for volunteers in the setting. Volunteers and visitors will never have unsupervised access to children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the local authority children's social care team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- peer observations
- annual declaration of staff suitability
- safeguarding competencies
- regular review of DBS using the online update service

### **Designated Safeguarding Lead**

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during the opening hours of the setting. The designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL's liaise with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

The Designated Safeguarding Leads (DSL) at the nursery are: **Nabeela Bhajji and Faheema Ali**

### **The role of the Designated Safeguarding Lead:**

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies



- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the setting is meeting the requirements of the EYFS Safeguarding requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

### **The Nursery safeguards children and staff by;**

- Providing adequate and appropriate staffing resources to meet the needs of all children
- Informing applicants for posts within the nursery that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- Giving staff members, volunteers and students regular opportunities during supervisions and having an open door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- Requesting DBS checks on a 3 years basis/or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals
- Abiding by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- Ensuring we receive at least two references BEFORE a new member of staff commences employment with us
- Ensuring all students will have enhanced DBS checks completed before their placement starts
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 (amended 2018) in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS)
- Having procedures for recording the details of visitors to the nursery and take security steps to ensure that that no unauthorised person has unsupervised access to the children
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use
- Staying vigilant to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times
- Having a Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised
- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with
- Ensuring that all staff have access to, and comply with, the whistleblowing policy which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously



- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner
- Ensuring the deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager at the earliest opportunity or her deputy or directors in her absence.

### **Early help services**

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The nursery will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

### **CONTACT NUMBERS:**

#### **The designated senior person for safeguarding and child protection is:**

Nabeela Bhaiji (manager)

Contact email: [manager@littlediscoverers.org](mailto:manager@littlediscoverers.org)

Tel: 07415160018

#### **The deputy designated person is:**

Faheema Ali

[f.ali@littlediscoverers.org](mailto:f.ali@littlediscoverers.org)

07397915317

#### **The nominated safeguarding and child protection governing body member is:**

Ismail Adam (Governing body)



Tel: 07853086353

**The LA Designated Officer for Blackburn with Darwen is:** Megan Dumpleton Contact email: [megan.dumpleton@blackburn.gov.uk](mailto:megan.dumpleton@blackburn.gov.uk)

Tel: 01254 585184

**Blackburn with Darwen – Children’s Advice and Duty Service (CADS): 01254 666400**

**Out of Hours- 01254 587547**

Ofsted **0300 123 1231**

Emergency police **999**

Non-emergency police **101**

Government helpline for extremism concerns **020 7340 7264**

Child exploitation and Online protection command (CEOP) <https://www.ceop.police.uk/safety-centre/>

NSPCC **0808 800 5000**

#### **Referral to children’s social care**

- **Telephone Blackburn with Darwen Borough – MASH (Multi-Agency Safeguarding Hub) 01254 666400**
- **Complete a MASH referral form and send securely to [cypreferrals@blackburn.gcsx.gov.uk](mailto:cypreferrals@blackburn.gcsx.gov.uk)**

#### **Legal framework**

##### **Primary legislation**

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)



- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

#### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Abuse, Honour Based Abuse (HBA) and Forced Marriage
- Looked After Children
- Monitoring staff behaviour
- Social networking
- Mobile phone and electronic device use
- Safe recruitment of staff
- Disciplinary
- Grievance
- Promoting positive behaviour

#### **Legal framework and definition of safeguarding**

- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Data Protection Act 2018



- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.
- Inspecting Safeguarding in Early years, Education and Skills settings 2019
- Prevent Duty 2015

\*A 'young person' is defined as 16 to 19 years old –in our setting they may be a student, worker, volunteer or parent.

### Blackburn with Darwen Continuum of Need and Response



The Blackburn with Darwen Children's Continuum of Need and Response (CoNR) Framework is a guidance tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes.

The table below defines the four levels of the framework and there are more detailed need and risk indicators contained within the booklet accompanying this which can be found on





the LSCB website: [www.lscb.org.uk](http://www.lscb.org.uk)

---



Level	Risk & Need	Definition of the Level
1	No Unmet Needs & Negligible Risk	<p><b>Universal Service Provision</b></p> <ul style="list-style-type: none"> <li>• Primary prevention services being accessed by parents/carers through universal service routes; effects of socio- economic disadvantage addressed</li> <li>• Good enough parenting</li> <li>• Social and emotional readiness for school and equipped for life</li> <li>• Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
2	Evidence of Some Unmet Need(s) & Low Risk	<p><b>Single Agency Targeted Service Provision and Child and Family Plan (CAF)</b></p> <ul style="list-style-type: none"> <li>• Selective primary prevention services offered to vulnerable groups/areas</li> <li>• Variety of unmet needs and 'underlying risk factors' that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development</li> <li>• Parenting and parental relationships requiring additional support and guidance</li> <li>• Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances</li> <li>• Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
3	Higher Levels of Unmet Needs & Medium Risk	<p><b>Child in Need (CIN) – s.17 Children Act (1989)</b></p> <ul style="list-style-type: none"> <li>• Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker</li> <li>• Variety of unmet needs and 'underlying risk factors' that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to achieve good outcomes</li> <li>• Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched</li> <li>• Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and</li> </ul>

Level	Risk & Need	Definition of the Level
		access to tools/services required to transform lives
4	Significant Unmet Needs & High Risk	<p><b>Child Protection (CP) and Looked After Children (LAC)</b></p> <ul style="list-style-type: none"> <li>• Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency management and service provision – <b>s.47 Children Act (1989)</b></li> <li>• Possible unaddressed 'underlying risk factors' and the presence of 'high risk indicator(s)'</li> <li>• Child accommodated by the local authority due to: the child having no person who has parental responsibility for him/her; or, the child being lost or abandoned; or, the person caring for the child is prevented from providing suitable accommodation or care – <b>s.20 Children Act (1989)</b></li> <li>• Child is suffering, or likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide) – <b>s.31 Children Act (1989)</b></li> <li>• Tertiary prevention services including responding to serious problems and avoid them becoming entrenched</li> </ul>

Underlying risk factors and high risk indicator can be found on the MASH form. The following is

the booklet to accompany the Continuum:



Childrens-  
Continuum  
-of-Need-and-  
Respon



