



Camrose
Early Years Centre for Children & Families

Safeguarding Policy for the Protection of Children

**Adopted by the Governing Body of the
Camrose Early Years Centre for Children and Families**

On 17 October 2017

Appendices 5 and 6 added in November 2017

Next Review date: 16.10.2018

Signature (Chair of Governors)

Print Name ...Guy Oelrich.....Date: 18.10.2016

Signature (Head of Centre and Designated Safeguarding Lead)

Print Name ...Anette Whitehouse..... Date: 18.10.2016

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28.11.2016: One statement removed on page 25 following Centre's annual Safeguarding Audit
Sept. 2017: 8.2.1 page 16 added following the Centre's annual safeguarding Audit

Named staff and initial contacts

Designated Safeguarding Lead: Anette Whitehouse, Head of Centre.

Deputy Designated Safeguarding Lead: Jo Domingo, Deputy Head of Centre

One of those leads is always on duty or on call and contactable.

Nominated Safeguarding Governor:

The designated teacher for Children in the Care of the Local Authority is Jo Domingo.

The Virtual School champions the educational needs of looked after children: Old Gaol Block, County Hall, Northampton, NN1 1DN, tel. 0300 126 1000 (Mon – Fri, 8:00am - 6:00pm)

Safeguarding, advice and training: Anette Whitehouse

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

- By telephone to the Multi-agency Safeguarding Hub (MASH) on 0300 126 1000. There are three options:
 - Option 1 Open cases, where child has an allocated Social Worker
 - Option 2 Early Help queries
 - Option 3 New safeguarding referrals and safeguarding advice
- By completing the on line referral form <http://www.northamptonshirescb.org.uk/>
- By e-mail to MASH@northamptonshire.gcsx.gov.uk
- **If a child is in immediate danger at any time, left alone or missing, contact the police directly and/or an ambulance on 112.**

Multi Agency Safeguarding Hub (MASH)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare. The agencies, which form part of MASH are: Children's Social Care, East Midlands Ambulance Service, Police, Health, Fire and Rescue Service, Education, Domestic Abuse Advisor, Probation, Early Help Team, Youth Offending Service, Crime Reduction Initiative.

When making a referral to the Designated Officer, please email the Multi-Agency Safeguarding Hub (MASH) at MASH@northamptonshire.gcsx.gov.uk and copy in the Designated Officer DOReferral@northamptonshire.gcsx.gov.uk

For consultation with a Designated Officer please email: DOReferral@northamptonshire.gcsx.gov.uk or contact Northamptonshire's Designated Officer on 01604 367677 or 01604 368431.

1 Introduction

Camrose Early Years Centre for Children and Families fully recognises the contribution it can make to protect children and support those who attend its nursery school and daycare and setting and those who attend centre extended activities for parents and children together¹. The children's welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our children's welfare, safety and health by fostering an honest, open, caring and supportive climate.

1.1 This policy is consistent with:

- The legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- The statutory guidance *"Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges"* - September 2016
- The government's *'Working Together 2015'* which is a statutory guide to inter-agency working to safeguard and promote the welfare of children
- *What to do if you are worried a child is being abused*. Advice for practitioners (March 2015)
- *The Prevent duty* (June 2015) for schools and childcare providers, which is non-statutory guidance to help recipients understand the implications of the Prevent duty
- The Northamptonshire Safeguarding Children Board (NSCB) Procedures

1.2 There are four main elements to our Safeguarding Policy:

1. Prevention (e.g. positive, supportive atmosphere, teaching and pastoral support to children and families, safer recruitment procedures);
2. Protection (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
3. Support (to staff and to children who may have been neglected/abused);
4. Working with parents (to ensure appropriate communication and actions are undertaken).

1.3 Scope of Policy

This policy applies to all staff, governors and visitors to the Camrose Early Years Centre. We recognise that safeguarding children is the responsibility of **all** staff. We ensure that parents and other working partners are aware of our Safeguarding Policy by highlighting it on our Facebook page as well as our website and in reception and by raising awareness at meetings with parents and partner agencies.

Where the Governing Body provides extended services/activities under the supervision/management of its staff, the school's arrangements for child protection apply. Extended Centre activities are Centre led groups, experiences and support enabling parents to be involved and learn about how their children learn through play and how this is underpinned by the Early Years Foundation Stage. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the Centre when **necessary**.

2 Safeguarding Commitment

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

2.2 The Centre will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensure that children and parents know that all Centre staff can be approached if they are worried or are in difficulty;
- Ensure that staff induction, training and ongoing development equip staff and managers with information about the general as well as the specific signs and indicators of abuse and neglect, including those that relate to specific Safeguarding Issues, such as:
 - child missing from education, from home or from care
 - child sexual exploitation (CSE)
 - bullying including cyberbullying
 - domestic violence
 - drug, alcohol and substance misuse
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM) and the statutory requirement for teachers to report to the Police, should they 'discover that an act of FGM appears to have been carried out on a child under the age of 18 (para 27 and p54 of Keeping children safe in education (DfE 2016)
 - forced marriage
 - radicalization
 - sexting
 - teenage relationship abuse
 - trafficking
 - honour based violence
 - children with SEN or disabilities, who are more likely to be abused or neglected
- Ensure staff report any concerns to one of the Centre's DSLs, who access detailed and up-to-date information on these specific issues through: *Keeping children safe in education: Statutory guidance for schools and colleges (2016)* on:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf
- Ensure that staff understand the definitions of a "safeguarding concern" and "immediate danger or at risk of significant harm" with detail on what should happen in both cases;

- Establish and maintain effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, DBS and Childcare Disqualification and prohibition from teaching checks.
- Keep an up to date Single Central Record (SCR) of all directly employed staff and staff or work people employed by other organisations, e.g. agency staff, contractors who have access to or work in the Centre
- Undertake further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services' system.

2.3 Safeguarding in the Curriculum

The following areas are among those addressed through opportunities and experiences in the Centre's nursery and daycare setting and through extended Centre activities underpinned by the the Statutory Framework for the Early Years Foundation Stage:

- Inclusion of all children in the groups and activities
- Cultural and Diversity issues
- Personal, Social and Emotional Development: Making friends; Sharing and taking turns; bullying and managing feelings and emotions
- Keeping safe at home
- Healthy living
- Safe use of technology
- Fire and Water Safety
- Protective Behaviours
- Road Safety
- Stranger Awareness
- Other safeguarding issues as appropriate.

2.4 Prevent duty (2015)

The Centre will fulfil its Prevent duty in relation to:

- risk assessments;
- the promotion of British values;
- support for anyone identified as being at risk, including referrals to the Channel programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism;
- working with and in local partnership arrangements;
- Staff training, e.g. Workshop to Raise Awareness of Prevent (WRAP);
- IT policies.

3 Roles and Responsibilities

3.1 General

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

3.2 Governing Body

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” – September 2016*, the Governing Body will ensure that:

- The Centre safeguarding policy, procedures and training in place which are effective and comply with the law at all times and the policy is made available publicly on the website;
- The Centre operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head of Centre, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the Centre’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead” (DSL)) and that there is always cover for this role;
- The DSL undertakes local training (in addition to basic child protection training) and this is refreshed every two years; In addition to formal training, the DSLs’ knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually;
- The Head of Centre , and all other staff and volunteers who work with children, undertake appropriate training which is updated at least annually;
- new staff and volunteers who work with children are made aware of the Centre’s arrangements for child protection and their responsibilities. The Local Authority pocket guide, “Making Children Safer”, the *“Keeping Children Safe in Education , 2016 – Information for all School and College Staff”* and the “Staff Code of Conduct” will be used as part of this induction;
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head of Centre, in liaison with the Local Authority Designated Officer (LADO);

- Effective policies and procedures are in place and updated annually including a behaviour policy/code of conduct for staff and volunteers. Information is provided to the Local Authority (on behalf of the NSCB) through the Annual Section 11 Safeguarding Return;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection in the Centre, liaise with the DSL, and provide information and reports to the Governing Body;
- The Centre contributes to inter-agency working in line with statutory guidance *“Working Together to Safeguard Children” 2015* and *Northamptonshire County Council’s “Thresholds and Pathways Document”* including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local for Northamptonshire Safeguarding Children Board (NSCB).

3.3 Head of Centre

The Head of Centre will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the DSLs and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at the Centre may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer (LADO) and to Ofsted as the Centre is also a registered early years provider;
- All staff and volunteers know how to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care Services or the Police.
- All staff and volunteers receive effective and timely induction.
- Refresher and update training and development in the relation to the safeguarding of children will be given to staff at least annually.
- Vulnerable and children with SEND are identified by staff and their health and wellbeing monitored regularly.

3.4 Designated Safeguarding Leads

The responsibilities of the Designated Safeguarding Lead are found in *Annex B of "Keeping Children Safe in Education" 2016* and include:

- Provision of information to the NSCB/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to MASH (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the Centre ;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the Centre's Safeguarding policy especially new or part-time staff, volunteers and students
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education" - 2016 – Information for all School and College Staff" and the Staff Code of Conduct;
- Keeping detailed, accurate and secure written records of concerns and referrals and ensuring that staff record any information contemporaneously, accurately and objectively;
- Obtaining access to resources and training for all staff and attend refresher training courses every two years;
- Where children leave the nursery school or daycare setting, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/setting as soon as possible.
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.
- Undertake DSL training every two years and additional updates annually.

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the Centre. The DSL is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal children's or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access by specific staff.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer to school or another setting copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and the Centre's DSL will pass them directly to a DSL in the receiving school or setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a DSL by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

5 Support for Children and Staff

5.1 Support for Children

Our Centre recognises that children who are neglected/abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children Centre may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

Early Help Assessment

Since 1st June 2015, the Early Help Assessment (EHA) has replaced the CAF.

The EHA is more straightforward and family focussed. The Early Help Assessment is to help staff and families identify what's working well and what they want to change.

It is less formal - promoting better and more interactive involvement of children, young people and families. It focuses on open questions and finding solutions. It has a streamlined online process for sharing documents - no longer via email. For more information:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/news/early-help/>

There is a big focus on early help and it is a requirement for schools to identify those in need, provide support as soon as a problem emerges and monitor effectiveness, working with other agencies as required. The emphasis is now on the need for all staff to be prepared to identify children who may benefit from early help.

What staff need to know and do:

As soon as a need/problem emerges and is identified by staff, they should immediately discuss it with the Designated Safeguarding Lead (DSL). The DSL may wish to discuss the issue with the Early Help Support Service (EHSS) which is a new team dedicated to offering information, advice, guidance and support to those working with children and families in need of early help. Contact number 0300 126 1000.

An early assessment is offered to the family and requires the consent of the parent/carer.

The assessment identifies all relevant professionals needed to form the Team Around the Family (TAF) who will work together to address issues raised. The assessment should include the holistic needs of the child/young person and the family and result in a direct offer of help to address needs, proportionate to the risks identified. The support and intervention provided through an Early Help Action Plan should address all areas of need identified within the assessment, be built around SMART outcomes and in accordance with the level of need set out in Thresholds and Pathways.

5.2 **Looked after Children**

The Head of Centre, with the DSL and SENCo is responsible for promoting the educational achievement of children who are **looked after**. Members of staff should have information relating to the child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, the child care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will also have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The Centre will endeavour to work with adoptive parents and their looked after children sensitively with regard to their birth history.

5.3 **Missing Children**

A child going missing from an education setting is a potential indicator of abuse and neglect. The DSLs will follow the County's procedures in response to children who go missing from the nursery setting, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

5.4 **Children's Behaviour**

This Centre recognises that children sometimes display abusive and aggressive behaviour and that such incidents must be referred on for appropriate support and intervention. (See Camrose Behaviour Policy). At the same time the Centre also recognises that a change in the behaviour of young children can be a vital sign of abuse and neglect. Hence, staff are expected to bring to the attention of the Centre's DSLs any instances of changes in the behaviours of children.

5.5 **Complaints**

Complaints or concerns raised by children are taken seriously and followed up in accordance with the Centre's complaints process. (See Camrose Complaints policy)

5.6 **The Voice of the Child**

The Governing Body and Centre ensures the child's wishes or feelings are taken into account and recorded 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.

5.7 **Support for Staff**

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

5.8 **E-Safety**

ICT and the Internet are an integral part of life as well as a feature of information finding and of education. Access to the the webbased information through a range of device, including handheld mobile ones is commonplace. This has implications for adults and children at home as well as in the Centre. The Centre therefore has a separate E-safety policy, which should be read in conjunction with this policy.

6 Working with Parents/Carers

The Centre will:

- Ensure that parents/carers have an understanding of the responsibility placed on the Centre's staff for child protection by setting out its obligations in this policy and ensuring that the contents are shared with parents.
- Undertake appropriate discussion with parents/carers prior to involvement of MASH and Children's Services or any other agency, unless to do so would place the child at risk of harm or compromise a potential investigation.

7 Other Relevant Policies

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

- Behaviour Management
- Physical Interventions/Restraint (DfE Guidance - "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Special Educational Needs and Disability
- Trips and Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Equal Opportunities
- Toileting/Intimate care
- Extended school activities
- Whistleblowing; - NSPCC whistle-blowing helpline number is 0800 028 0285);
- E-safety in Early Years, which details how safeguarding (including online safety) is taught as part of the Early Years Foundation Stage in the Centre.

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

8 Recruitment and Selection of Staff

- 8.1 The Centre adheres to the safer recruitment processes outlined on pages 22-39 in the Statutory Guidance: *“Keeping Children Safe in Education” - September 2016.*
- 8.1.1 **New recruits never commence in post until the Centre has had sight of the original DBS documentation (added Sept 2017)**
- 8.2 The Centre will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The Centre has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Northamptonshire County Council Local Authority pocket guide, *“Making Children Safer”*, the *“Keeping Children Safe in Education 2016 – Information for all school and college staff”* and the Staff Code of Conduct are given to all staff and they are expected to read and understand it. This is the basis for the safeguarding induction.
- 8.4 On every interview panel for Centre staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending another appropriate local or national accredited training course.

Useful Links/Information

Local

Northamptonshire Safeguarding Children Board (NSCB): <http://www.northamptonshirescb.org.uk/>

“Making Children Safer” – A Pocket Guide download at:

http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Documents/PDF%20Documents/NCC109949_The%20Little%20Green%20Book_WEB.pdf

Thresholds and Pathways document:

http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Documents/PDF%20Documents/NCC114615_Thresholds%20and%20Pathways%20June%202014%20Condensed_WEB2.pdf

Early Help process and documentation:

<http://www.northamptonshire.gov.uk/en/councilservices/children/early-help-and-prevention/Pages/default.aspx>

Online Multi-agency referral form:

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

Directory of services for Early Help:

<http://www.northamptonshire.gov.uk/en/councilservices/children/early-help-and-prevention/Documents/PDF%20Documents/EHPMenuOfServicesV4.pdf>

Directory of services for children with Special Educational needs and/or disabilities:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/special-educational-needs-disability-support/Pages/default.aspx>

Education Entitlement Service:

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

Safeguarding Adults in Northamptonshire:

<http://www3.northamptonshire.gov.uk/councilservices/adult-social-care/safe/Pages/default.aspx>
on line form:

<https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=jveJqHjZc6r>

Complex Case Meetings and Locality Forums operate across Northamptonshire:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/caf/Pages/Complex-Case.aspx>

National

National Society for Prevention of Cruelty to Children (NSPCC): <http://www.nspcc.org.uk/>
0808 800 5000

Childline: <http://www.childline.org.uk/Pages/Home.aspx>, tel. 0800 1111

Child Exploitation and Online Protection (CEOP): <http://ceop.police.uk/>, tel. 0870 000 3344

APPENDIX 1

Definitions of Abuse (*'Keeping Children Safe in Education' (2016)*)

What is Child Abuse?

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.”

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.

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or 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, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

Neglect

Neglect is 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:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care takers); or
- ensure access to appropriate medical care or treatment.

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child 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 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 the 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.

APPENDIX 2

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

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

A. General

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

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

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to DSL.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Head of Centre will contact the LADO (Local Authority Designated Officer) to seek advice.
- 4) If the allegation is about the Head of Centre, the information should normally be passed to the Chair of Governors or the Local Authority Designated Officer (LADO). See contacts on Pages 3 and 4 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Camrose Centre Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin a case file using the contact sheets for children where there are concerns, with an overview, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from MASH on 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) All referrals should be made through a telephone call to MASH and then by following up with the online form. The MASH is available for advice.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk, take advice from the MASH. Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the MASH should be updated and the Police should be contacted immediately.

APPENDIX 3

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS (References to staff in this process include staff in schools, central services and volunteers).

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

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

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory guidance for schools and colleges”* - 2015 (part 4).
- NSCB procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Head of Centre .
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Head of Centre , report immediately to the Chair of Governors. Pass on the written record. If there is difficulty reporting to the Chair of Governors, contact the LADO service through:
<http://www.northamptonshirescb.org.uk/schools/referrals-eha/>

B. Head of Centre

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the LADO on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the MASH if the LADO so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency’s enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Head of Centre)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the LADO on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to MASH, if the LADO so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

APPENDIX 4

Policy for the use of Cameras and Mobile Phones in the Statutory Framework for the Early Years Foundation Stage (2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones in the Centre.

Personal mobile phones are not permitted for use in the centre by parents/carers and by staff. This is mainly due to their camera facility.

Notices are displayed asking parents/carers and visitors to the Centre not to use them. If a parent/carer or visitor needs to use their mobile phone whilst in the Centre they will be asked to use a space that is not within the vicinity of areas accessed by children and have some privacy.

Staff should store their mobile phones in their lockers and/or desks during working hours (excluding break times in the staff room). Staff need to ensure that they provide the Centre's telephone number to their family members, so that they can be contacted without delay in case of an emergency.

- There are Centre cameras available for staff to take photographs of children. No images of children are to be sent to any personal device. Parents may consent to the Centre publishing images of their children for the purposes of publicity and information about Centre activities, including on the Centre's Facebook page.
- ~~Parents or carers are permitted to take photographs of their own children during activities. However, photos of other people's children are not to be published on social networking sites.~~
Removed on 28.11.2016

Centre mobile phones are available for staff to use for the following purposes:

- Outdoor trips and visits: at least one phone will be taken on visits. The number of phones required will be part of the risk assessment process for the trip or visit.
- Staff in Nursery who are home visiting will have access to a centre mobile phone
- Site supervisor
- The person who is on duty any time between 8am and 6pm. The phone is kept with the 'On Duty File' for emergencies
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Staff and parents are advised against the use of network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff, parent or child

APENDIX 5 – PRIVATE FOSTERING

Private fostering is when a child or young person under 16 years old (18 if disabled) is looked after for 28 days or more by someone who is not a close relative, guardian or person with parental responsibility.

It is not private fostering if the arrangement was made by Children’s Services in Northamptonshire County Council, or if the person looking after the child is an approved foster carer.

People become private foster carers for all sorts of reasons. Private foster carers can be a friend of the child’s family, or be someone who is willing to care for the child of a family they do not know.

Common situations may be:

- children, adolescents and teenagers living apart from their families
- minority ethnic children with parents working or studying in the UK
- children with parents overseas
- children living with host families for a variety of reasons
- children on holiday exchanges

Notifying children’s services - what the law says

Privately fostered children are not looked after by the Local Authority. By law, the Camrose Centre must inform the Local Authority, Children’s Services about all private fostering situations. The child’s parent(s), private foster carer and anyone else involved in the arrangement are legally required to tell the Local Authority. People involved in private fostering must inform social services within the following timescales:

Situation	When to inform Children’s Services
If the child is not yet living with private foster carers	Six weeks beforehand
If the child will move in with private foster carers in less than 6 weeks	Immediately
If the child is already living with private foster carers	Immediately

What Camrose staff must do

All staff must ensure that they obtain and record accurate and detailed information from the child’s parents/carers on admission and inform one of the Designated Safeguarding Leads.

The DSL will discuss the situation with the child’s relatives/carers and ensure that Children’s Services are informed as appropriate.

What Children's Services will do

Children's Services will work in partnership with the child, parents and private foster carer to ensure that the best possible arrangements are in place for the child. This includes:

- visiting the child and private foster carer
- helping to make sure that the child's racial, cultural, linguistic and religious needs are being met
- offering advice and support to the child, their parents and private foster carer

APENDIX 6 – DOG BITES ON CHILDREN

Definitions

- Certain dogs are 'prohibited' and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately;
- Any dog can be 'dangerous' (as defined by The Act) if it has already been known to inflict or threaten injury.

What Camrose staff must do

The following guidance has been agreed by partner agencies for the Northamptonshire Safeguarding Children Board.

Camrose staff must:

- Be aware of an injury to a child caused by a dog;
- Be aware of the treating of an injury to a child caused by a dog;
- Establish precisely when and how the injuries were caused;
- Establish if there is any history of previous, similar injuries and when this occurred. Consideration should be given to whether the injuries caused are "non-accidental injuries".

Referring to MASH

A referral to the MASH should be considered if any of the following criteria apply:

- The child injured is under two years of age;
- The child is under five years of age and injuries have required medical treatment;
- The child is over five years and under 18 who have been bitten more than once by the same dog;
- The child/young person is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and/or dangerous;
- A prohibited and/or dangerous dog is reported and/or treated, and is believed to be living with and/or frequently associated with children under five years.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the child, or other children (for example, if the dog has already been 'put down' or removed). Staff must be mindful that the bite does not have to be a vicious injury.

Please contact the MASH immediately for advice if unsure. Call 0300126 1000 and choose option 1.

For further information, see the NSCB guidelines at:

http://northamptonshirescb.proceduresonline.com/chapters/p_dangerous_dogs.html#practitioner_guidance