

KING SQUARE COMMUNITY NURSERY

Safeguarding & Child Protection Policy

**based on Keeping Children Safe in Education, 2020
DfE statutory guidance**

Key Safeguarding Contacts:

The Designated Management Committee: Chair Lisa Bassett

The Designated Safeguarding Lead (DSL) for child protection is: **Jackie Morgan**

The Deputy Designated Safeguarding Leads are: **Johanna Powell, Callie Ceurvels, Hayley Teyfik and Tonia O'Connor**

The Designated Manager for Allegations against Staff and Volunteers Jackie Morgan

This policy was reviewed and adopted on: **October 29th 2020.**

It will be reviewed annually by the MCM and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before **October 2021.**

This is a core policy that forms part of the induction for all staff.

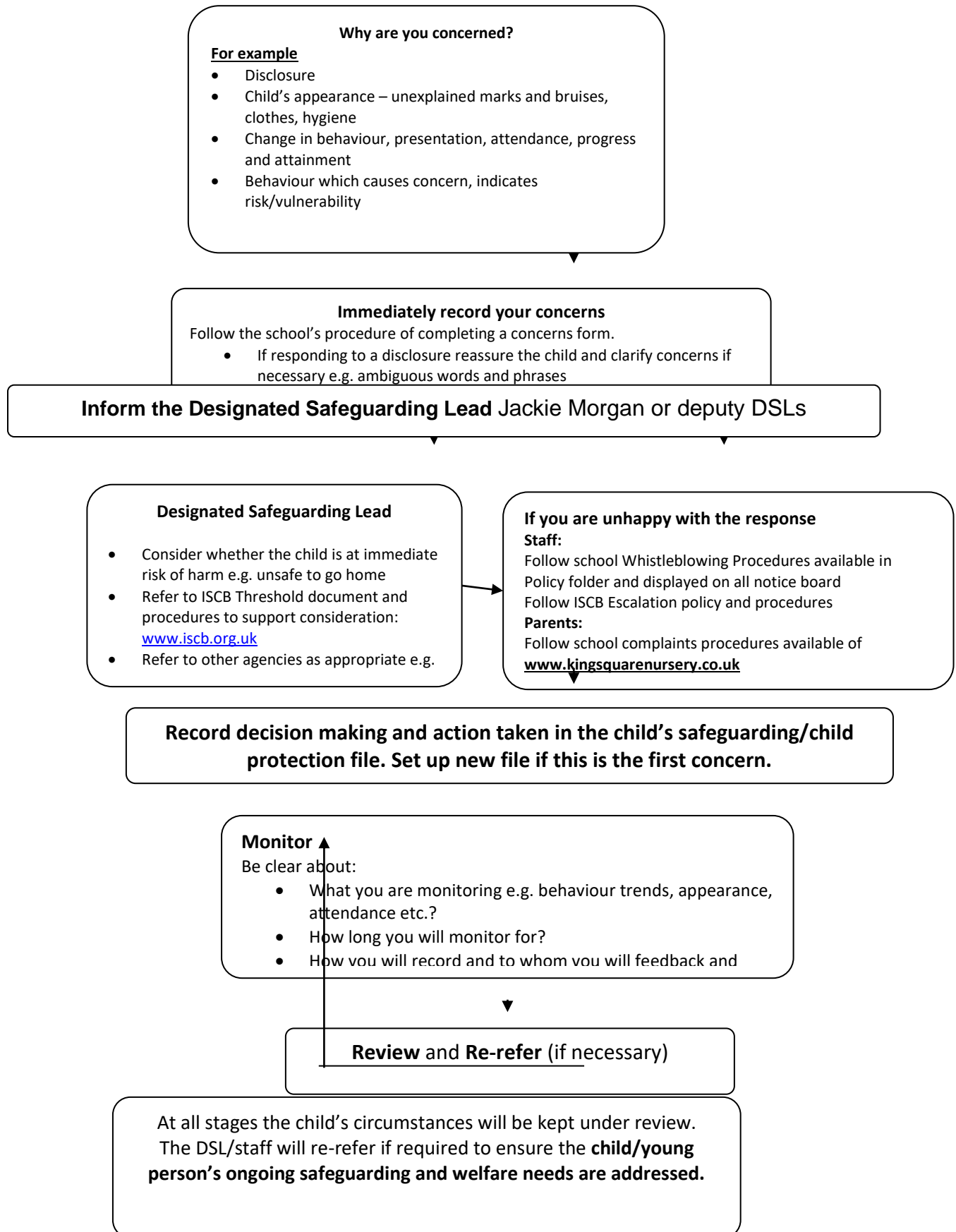
It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents

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Flowchart

What to do if you have a welfare concern in King Square Community Nursery



Introduction and Ethos

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child”¹

- a. **King Square Nursery** recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.
- b. **King Square Nursery** recognises that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.
- c. Our nursery’s core safeguarding principles are:
 - That nursery is an important part of the wider safeguarding system for children.
 - It is the whole nursery’s responsibility to safeguard and promote the welfare of children
 - All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the London Child Protection Procedures, 2020.

Definitions

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.”²

Within this document:

- **Safeguarding is defined as:**
 - Protecting children from maltreatment;
 - Preventing impairment of children’s **mental and physical** health or development;

¹ Keeping Children Safe in Education (DfE, 2020)

² Inspecting safeguarding in early years, education and skills, Ofsted, September 2019.

- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.
- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- **Staff** applies to all those working for or on behalf of the nursery, full time or part time, in either a paid or voluntary capacity. This also includes management committee
- **Child** refers to all young people who have not yet reached their 18 birthday or Children Looked After and SEND young people who have not yet reached their 25th birthday. On the whole, this will apply to pupils of our school; the policy will also extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the document and appendices 1 and 2.

Context

- a. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. In addition, Section 175 (Section 157 for academies and independent schools) of the Education Act, 2002 requires governing bodies of maintained schools and further education colleges (including sixth form colleges) to ensure they safeguard and promote the welfare of children who are either pupils at the school or who are students under 18 years of age attending the further education institution.

This includes:

- Working Together to Safeguard Children (DfE 2018) (WTSC) [Working Together to Safeguard Children 2018](#)
- DfE guidance Keeping Children Safe in Education 2020 (KCSIE) Part One - [Safeguarding Information for all Staff](#) and [Annex A : Keeping Children Safe in Education 2020](#)
- London Safeguarding Children Procedures, [March 2020](#) <http://www.londoncp.co.uk/>
- [Teaching online safety in schools \(DfE, 2019\)](#)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2019) [Ofsted Inspecting Safeguarding](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)
- [Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)
- Children and Social Work Act, 2017
- Early Years and Foundation Stage Framework, 2017 (EYFS) [Statutory Framework for the Early Years](#)
- [Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- COVID-19 : KCSIE remains in force throughout the response to coronavirus (COVID-19). Non-statutory interim guidance on safeguarding in schools was published during the coronavirus outbreak to support governing bodies, proprietors, senior leadership teams and DSLs to continue to have appropriate regard to KCSIE and keep their children safe: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>
- b. All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The DSL/Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- c. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the nursery's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - **Behaviour Management, linked to the use of physical intervention**
 - Bullying (including cyberbullying) if not included in Behaviour Policy
 - Child Sexual Exploitation (CSE)
 - Child on child sexual violence and sexual harassment
 - Use of camera's and mobile phones (including children and all adults (staff/volunteers/parents/visitors on site)
 - Drugs and alcohol misuse
 - **The Role of the DSL**
 - Human trafficking and modern slavery
 - Prevent duty (radicalisation and extremism)
 - Private fostering
 - Personal and Intimate Care
 - **Children Missing Education**
 - Children missing from home or care
 - Gangs and youth violence
 - Child Criminal Exploitation, including County Lines
 - Children with family members in prison
 - Data Protection (including **General Data Protection Regulations (GDPR)**) and Information Sharing
 - So called 'Honour Based **Abuse**' including: Faith abuse, Forced Marriage and Female Genital Mutilation (FGM)
 - Searching, screening and confiscation
 - Sex and Relationships Education
 - **Upskirting**
 - Managing Allegations Against Staff
 - **Staff Behaviour Policy/Code of Conduct for Staff (including Acceptable Use of Technology)**
 - Health and Safety including Risk Assessments (e.g. school trips, use of technology) and First Aid and Accidents
 - Whistle-Blowing
- d. All staff and volunteers **King Square Nursery** recognise that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.
- e. Supporting Guidance (to be read and followed alongside this document)
 - Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers [Information Sharing](#)

- What to do if you're Worried a Child is being Abused:
 - [What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, 2019 :
 - <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>
- Mental Health & Behaviour in Schools 2018 : [Mental health and behaviour in schools - Publications - GOV.UK](#)
- Teachers Standards 2012 [Teachers' Standards](#)
- Safeguarding Disabled Children – Practice Guidance - DOH, 2009
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>
- Preventing and Tackling Bullying: [Preventing & Tackling Bullying](#)
- Promoting Children and Young People's Emotional Health & Wellbeing : [Promoting children and young people's emotional wellbeing](#)
- Rise Above : links to lesson plans and materials <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

f. **These documents can be found in/at:**

Staff room, hallways, and on the website at www.kingsquarenursery.co.uk

All matters Safeguarding are also kept in one folder in the office.

Safeguarding and Child Protection Procedures

- Any member of staff, volunteer or visitor to the nursery who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must report it immediately to the DSL** (or, in their absence, the deputy DSL). See flowchart '[What to do if you are worried about a child/young person](#)' on page 3.
- **The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale. All referrals will be made using the local authority's referral process (KCSIE, 2020) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.**
- Wherever possible, the nursery will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
- Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession,

- discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of KCSIE, 2020 for further details.
- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case in order to reassure themselves the child is safe and their welfare is being considered. If after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from Chair or head of safeguarding for Islington.
- If after a referral to CSC a child's situation does not appear to be improving, the DSL will request reconsideration to ensure that the referral concerns have been addressed and, most importantly, that the child's situation has improved. Professional disagreements (escalation) will be responded to in line with the ISCB procedures and DSLs may request support via the Principal Officer: Safeguarding in Education (POSIE).
- These procedures apply to all staff working/volunteering in the nursery and will be covered in training to enable everyone understands their role and responsibility. The prime concern at all stages must be the interests and safety of the child. **Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.**
- All staff are aware that children with disabilities, special needs language delay and/or where English is not their first language may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.
- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.
- **King Square Nursery** adheres to the London Safeguarding Children Procedures (Online, March 2020). The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCB website www.islingtonscb.org.uk
- When new staff, volunteers or regular visitors join our nursery they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.

Early Help

- Any child may benefit from early help, but all King Square staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

- has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- All staff are aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
 - If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment **by requesting Early Help family support**. The DSL will keep all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

The Management Committee, Director and Leadership Team ensure that the DSL is properly supported in this role in relation to the availability of appropriate time, support and resources.

Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within KCSIE, **2020** and 'What to do if you are worried a child is being abused' (2015).
 - **All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence**
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours' may also indicate child abuse or neglect, so staff are alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, our nursery can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Mobile Phones and Cameras

King Square Nursery recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and EYFS 2020 has appropriate policies in place that are shared and understood by all members of the nursery community.

Learning at home

King Square Nursery may from time to time provide some access to home learning through All such videos and vetted and sent to parents. King Square does not use live video conferencing into parent's homes. We also offer the link to Bright Idea home learning which is provided by the local authority.

Mental Health

The school has an important role to play in supporting the mental health and wellbeing of children. Staff have an awareness that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one and work with external agencies.

Where children have suffered:

- abuse and neglect, or
- other potentially traumatic adverse childhood experiences

This can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by following the school child protection policy and speaking to the DSL or a deputy.

Children in Specific Circumstances

a. Children who need a social worker (Child in Need and Child Protection Plans)

- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Once information about a child with a social worker is communicated to the school, the DSL will, as a matter of routine, hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

- Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' <https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need> contains further information; the conclusion of the review, 'Help, protection, education' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf sets out action the Government is taking to support this.

Safeguarding Children with Special Educational Needs and Disabilities

- **King Square Nursery** acknowledges that children with special educational needs and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
 - Our staff are aware of the additional barriers which exist recognising abuse and neglect in this group of children, these include:
 - Being more prone to peer group isolation than other groups
 - Being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
 - Speech, language and communication needs which may make it difficult to tell others what is happening.
 - All staff will ensure that children with special educational needs and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- b. **Children Missing from Education**
- Our nursery recognises that all children, regardless of their circumstances, are entitled to some free education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that a child going missing from education is a potential indicator of abuse or neglect.
 - Our nursery has a procedure in place for responding to unauthorised absence and responding to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. This may include liaising with Children's Social Care and/or the police
- c. **Gangs, County Lines, Violent Crime and Criminal and Sexual Exploitation**
- **King Square Nursery** recognises the impact of gangs, county lines, violent crime and exploitation on children and young people. We recognise that our initial response is important and so staff will take any allegation seriously and work in ways that support children and keep them safe. In the main, staff will see this within the family rather than the children as the children at King Square are under 5yrs old.
 - All staff are aware of the signs of abuse and neglect and are able to identify children who may be in need of help or protection. Staff are also aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of

the different forms of extra familial harm including sexual exploitation, criminal exploitation and serious youth violence. Staff are also aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues that put children in danger, such as

- drug taking
- alcohol abuse
- deliberately missing education
- sexting

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group:

- takes advantage of an imbalance in power (including gender, sexual identity, cognitive ability, physical strength, status and access to economics or other resources) to coerce
- takes advantage to manipulate or deceive a child into sexual or criminal activity
- uses abuse in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or:

- a series of incidents over time
- from opportunistic to complex organised abuse

The abuse:

- can involve force and/or
- enticement-based methods of compliance and
- may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A of KCSIE 2020.

- All staff have been trained and recognise the need to be vigilant for the signs that may include those referred to in (b) (serious violence) above.

d. **Domestic abuse**

- Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.
- Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247

e. **Child Sexual Exploitation (CSE)**

- All staff at King Square Nursery have been made aware of the revised definition of CSE, as issued by the Department for Education in February 2017 which is

"Child Sexual Exploitation is a form of child sexual abuse"

It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

- We understand that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our nursery is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.
- f. **So-called 'honour-based' abuse (including Female Genital Mutilation and forced marriage)**
- **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
 - As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.
 - A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and it is a crime. Our staff understand how to report concerns where this may be an issue. The nursery will contact the Forced Marriage Unit for advice or information on 020 7008 0151 or email fmufco.gov.uk.

Prevent and Radicalisation

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

- Our nursery recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.
- All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.
- All staff will complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. [See Prevent and Channel training record](#)

Record Keeping

- Staff will record any welfare concern that they have about a child on the setting's **concern form** with a completed body map if injuries have been observed and pass them without delay to the DSL.
- Records will be completed as soon as possible after the disclosure/incident/event, using the child's words where appropriate, and will be signed and dated by the member of staff concerned
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL or the deputy DSL in the DSL's absence.
- Safeguarding Concerns forms are kept in each room, staffroom and in the office in the safeguarding folder.
- Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding and child protection records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2020. These will be given to the new DSL and a receipt of delivery will be obtained. Further information can be found in ISCB [Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings, September, 2018](#)

1. Confidentiality and Information Sharing

- **King Square Nursery** recognises that all matters relating to safeguarding and child protection are confidential. The Director or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff are aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. [The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children](#)
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 3.

Our Nursery has due regard to the relevant data protection principles, which allow us to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

- understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- not providing pupils’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, we will withhold providing the data in compliance with our obligations under the Data Protection Act 2018 and the GDPR.
- If the nursery is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the POSIE to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.
- DfE Guidance on Information Sharing (July, 2018) provides further detail. This is kept will all the safeguarding information in the office.
- Data Protection Toolkit for Schools: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Inter-agency Working

- Our nursery has an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working in line with WTSC 2018. If named as a relevant agency by the three safeguarding partners that make up the Islington Safeguarding Children Board, the nursery has a statutory duty to cooperate with published arrangements.
- The nursery is not the investigating agency when there are child protection concerns and the nursery will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- **King Square Nursery** recognises the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings, TAF and Early Help meetings.
- The nursery’s Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Complaints

- The nursery has a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. This can be found in the staff room/office/nursery website/reception area.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. **This can be found with the safeguarding information in the policy folder in the office/staff room and on the walls in each room.**

Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of KCSIE, 2020 which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document.
- All members of staff who work directly with children should read Part 1 and Annex A and must sign to confirm that they have read and understood both sections.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the school's internal safeguarding procedures and communication lines. As a minimum, this will include
 - the child protection policy
 - the behaviour policy
 - the staff behaviour policy (sometimes called a code of conduct)
 - the safeguarding response to children who go missing from education; and
 - the role of the DSL (including the identity of the DSL and any deputies).
- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - Respond appropriately to safeguarding issues and take action in line with this policy
 - Record concerns in line with the school policies
 - Refer concerns to the DSL and be able to seek support external to the school if required
- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to drug taking, alcohol abuse, truancing and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include nursery responsibilities, the nursery
- child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates through leadership meetings, admin meetings, full staff meetings, emails and bulletins and local authority training.
- As required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary staff) will also be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (also known as the Code of Conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The nursery recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore able to contribute to and shape safeguarding arrangements and the safeguarding policy through regular meetings with the full team or with room leads.
- The DSL will maintain an up to date register of who has received safeguarding and child protection training, including Prevent and will provide an annual update to the local authority as part of the annual safeguarding report.

- Although the nursery has a nominated **safeguarding** lead for the management committee, **Lisa Bassett** all members of the MCM will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the nursery's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, staff will avoid placing themselves in a vulnerable position regarding potential allegations.
- There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people, such as guiding a child to safety or breaking up a fight. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance (on the use of reasonable force) and recognises that where intervention is required, it should always be considered in a safeguarding context.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the nursery's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Our nursery understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in the Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>, the **Acceptable Use Policy and the Staff Code of Conduct.**

Staff Supervision and Support

- The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role. Any member of staff affected by issues arising from concerns for children's welfare or safety is encouraged to seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff including support staff will receive induction training and may have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be

clear that safeguarding and child protection concerns should be brought to the DSL's attention, as soon as possible.

- The nursery will provide appropriate supervision/1:1 support for all members of staff to ensure that:
 - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - all staff have regular reviews of their own practice to ensure they improve over time.
 - case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 4.

For Early Years and Foundation Stage Provision:

- The nursery will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

Safer Recruitment

- **King Square Nursery** is committed to recruiting staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. To this end, the local authority will ensure that the Senior Leadership Team and **at least** one member of the Management Committee complete accredited Safer Recruitment Training in line with statutory requirements.
- Office Manager is responsible for ensuring that the nursery maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and governors and meets statutory requirements.
- We advise all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

Allegations Against Members of Staff and Volunteers

King Square Nursery recognises that it is possible for staff, supply staff and volunteers may pose a risk of harm to children by behaving in a way that might cause them harm. We will take seriously any allegation received. A referral to the Local Authority Designated Officer should be made immediately if a member of staff, volunteer or supply staff 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 (eg where they are involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children, one example being domestic abuse.)
- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:
 - this should be immediately referred to the Director
 - where there are concerns/allegations about the Director this should be referred to the chair of the management committee or proprietor of an independent school; and

- in the event of concerns/allegations about the director, where the director is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.
- Where there is an allegation against an agency or supply member of staff, the nursery, school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the nursery, school or college, are under the supervision, direction and control of the governing body or proprietor when working in the nursery, school or college. They will be advised to contact their trade union representative if they have one, or a colleague for support.
- All staff and volunteers are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- **King Square Nursery** has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our nursery, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.
- a. For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy which can be found in the **staff room/office**
When in doubt – consult.

Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-nursery community ethos and welcome comments from parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within our policy Health and Safety Policy and safeguarding Policy.
- Visitors will be expected to sign in and out via the office visitors log . Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The nursery will not accept the behaviour of any individual (parent or professional) who threatens nursery security or causes others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Monitoring and Review

- All nursery staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.

- This policy has been written in October 2020 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare which comes into force on 1st September 2020.
- The policy forms part of our nursery development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Local Support

Islington Children's Services Contact Team

Telephone: 020 7527 7400

csctreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101

Email: lado@islington.gov.uk

Islington Police

101 (or 999) if there is an immediate risk of harm)

NPCC- When to call the police

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf> should help DSLs understand when they should consider calling the police and what to expect when they do

Islington Safeguarding Children Board (ISCB)

iscb@islington.gov.uk

Islington Family Information Service

Telephone: 0207 527 5959

<http://www.islington.gov.uk/fis>

Islington Family Directory

<http://directory.islington.gov.uk/kb5/islington/directory/service.page>

Head of Safeguarding in Early years

Telephone 020 7527 5629

Appendix 1: Categories of Abuse

1. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
2. **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. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2020 and staff who have direct contact with pupils should also read annex A.
3. **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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE 2020 paragraph 29).

Signs that may indicate Sexual Abuse

- Sudden changes in behaviour and school performance
 - Displays of affection which are sexual and age inappropriate
 - Self-harm, self-mutilation or attempts at suicide
 - Alluding to secrets which they cannot reveal
 - Tendency to cling or need constant reassurance
 - Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
 - Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
 - Unexplained gifts or money
 - Depression and withdrawal
 - Fear of undressing for PE
 - Sexually transmitted disease
 - Fire setting
4. **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.

Signs that may indicate physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)

- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for - inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

5. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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, although it may occur alone.

Signs that **may indicate** emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

6. **Neglect:** 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, clothing and 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-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that **may indicate** neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Missing from home, nursery/school/college, medical appointments including frequent lateness
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues

(Also See Annex A of KCSIE 2020)

- **King Square Nursery** is aware of and will follow the ISCB procedures <https://www.islingtonscb.org.uk/key-practice-guidance/Pages/Education-and-safeguarding-education.aspx> for supporting children who are at risk of harm as a result of their own behaviour.
- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children's specialist services) as appropriate – see NCPP advice on when to call the Police, paragraph 26 Local Support
- a. **Child Sexual Exploitation (CSE)**
 - All **King Square Nursery** staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
 - 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'
 - **King Square Nursery** identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
 - All staff and volunteers at **King Square Nursery** recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

b. 'Honour based' abuse

- Staff and volunteers at **King Square Nursery** are aware that so called 'Honour-based' **abuse (HBA)** encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
- The indicators of **HBA** and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of **HBA**, or already having suffered **HBA**. All members of staff are aware that all forms of **HBA** are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about **HBA**.
- The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). **The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:**
- "FGM The Facts":
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf "FGM an Overview:"
<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>
- **If other resources are used by the setting, please include them here.**
- All members of staff will follow the school and ISCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

c. Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. [Summary of the FGM mandatory reporting duty](#)

d. Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk

Appendix 3: Keeping yourself safe when responding to disclosures

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the DSL
- The DSL may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 5: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Abuse

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk