

# Ashfield Plaza Day Nursery



**POLICY FOR CHILD  
PROTECTION TO SAFEGUARD  
AND PROMOTE THE  
WELFARE OF CHILDREN**

## INTRODUCTION

Ashfield Plaza Day Nursery recognises its responsibilities for safeguarding children in our care and protecting them from harm.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18

Role	Name	Contact Details
Senior Designated Safeguarding Lead	Laura Peachey	01623 455003
Deputy Designated Safeguarding Lead	Natasha Slaney	01623 455003
Local Authority Safeguarding Officer/LADO	Eva Callaghan or covering LADO	0115 8041271
MASH (Multi-agency Safeguarding Hub)	Duty Officer	0300 500 80 90
Emergency Duty Team (children's Social Care)	Outside of office hours	0300 456 4546

### Ashfield Plaza Day Nursery

This policy applies to all staff and volunteers working at Ashfield Plaza Day Nursery and takes into account statutory guidance provided by the Department for Education (DfE) and local guidance issued by the Nottinghamshire Safeguarding Children Board (NSCB).

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of the Ashfield Plaza Day Nursery Child Protection and Safeguarding Policy. These duties and responsibilities, as set out within the Statutory Framework for the Early Years Foundation Stage (Section 3), Working Together to Safeguard Children July 2018, information Sharing 2015, Pathway to Provision March 2017 and The Prevent Duty Guidance for England and Wales 2015 are incorporated into this policy.

## **SAFEGUARDING**

**'Safeguarding and promoting the welfare of children is the responsibility of everyone.'**

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

The procedures contained in this policy apply to all staff and volunteers and are consistent with those of Nottinghamshire Safeguarding Children Board (NSCB).

### **Safeguarding children is defined as:**

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

### **Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes
- Working Together to Safeguard Children 2018 (page 6).

**NB.** Children includes everyone under the age of 18 years of age.

**Safeguarding is not just about protecting students from deliberate harm. It also relates to broader aspects of care and education including:**

- Children's health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits.
- Online safety and associated issues
- Appropriate arrangements to ensure nursery security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation

### **Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse and emotional abuse
- Bullying
- Racist, disability and homophobic or transphobic abuse.

- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation.
- Particular issues affecting children including domestic violence, female genital mutilation and honour based violence.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our nursery will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe.

Our nursery therefore, led by senior members of staff aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead; although any staff member can make a referral to children's social care. Where a child is identified as being in immediate danger then there should be no delay in a member of staff reporting the concerns directly to children's social care or the police as required.

The Designated Safeguarding Lead or Deputy who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

## **The Policy**

### **There are five main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting children who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping staff with the skills needed to keep them safe.

### **We recognise that because of the day-to-day contact with children, nursery staff are well placed to observe the outward signs of abuse. The nursery will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children who understand know that there are trusted adults in the nursery whom they can approach if they are worried. Every child **should have** a key person.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the nursery.
- Promote children's health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against staff including volunteers.
- Provide first aid and meet the health needs of students with medical conditions.
- Ensure nursery security.

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB), the EYFS Statutory Guidance and working together to safeguard children 2018.**

- Ensure we have a Designated Safeguarding Lead and a Deputy Safeguarding Lead for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary, supply staff and volunteers) knows the name of the Designated Safeguarding Lead, (and their deputy) responsible for child protection, and their role. In addition of knowing how to contact them if required.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for students and families.
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a student who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual students to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed, including the Single Central Record being maintained rigorously by the HR officer.
- Apply confidentiality appropriately.

## **Safer Recruitment and Supporting Staff**

- Safer recruitment processes will be followed in accordance with The Trust's Recruitment and Selection Policy and from DfE Keeping Children Safe in Education 2018. Including the volunteers undergoing the same level of scrutiny.
- Pre-Employment Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and students outside the work context.
- In the event of any complaint or allegation against a member of staff, the Nursery Manager (Designated Safeguarding Lead) will be notified immediately. If it relates to the Manager, the Headmaster will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and Trust HR.
- Staff may find some of the issues relating to child protection upsetting and may need support, which should be provided by Human Resources. The LADO and HR will make advice and support available as appropriate to the leadership team.

## **Links to other nursery policies**

This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in our nursery.

- *Anti-Bullying*
- *Attendance Policy*
- *Single Central Record (SCR) of Recruitment and Vetting Checks*
- *Complaints Procedure*
- *E-Learning*
- *Freedom of Information*
- *Female Genital Mutilation (FGM)*
- *Radicalisation – Prevent duty*
- *Registration Policy*
- *Access Policy*
- *Behaviour Policy*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance (procedures for addressing)*
- *Whistle Blowing Policy*

## **All Agencies**

- *Pathway to Provision (NSCB)*
- *(MASH)Nottinghamshire Multi Agency Safeguarding Hub (NCC)*

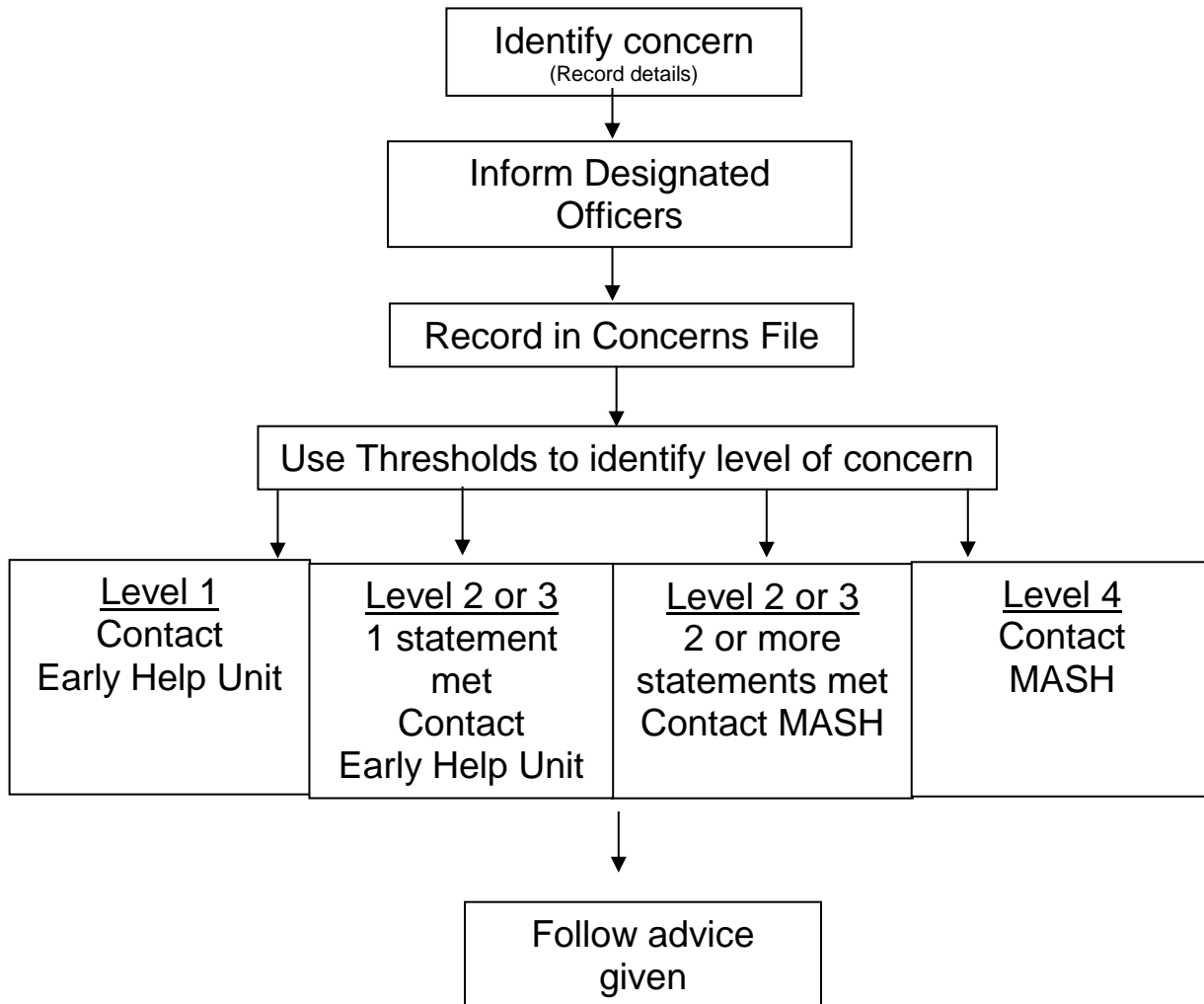
**The following appendices are a part of this policy:**

**Annex 1 Flow Chart**

**Appendix 7 Paper Safeguarding Referral Form**

Appendix 1	Roles and Responsibilities
Appendix 2	Identifying Concerns
Appendix 3	Confidentiality
Appendix 4	Records and Monitoring
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Appendix 6	Template: Safeguarding Concerns / Disclosure Form
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Appendix 12	Induction Checklist for Safer Recruitment

## Safeguarding Procedure Flowchart





# **Appendix 1**

## **Roles and Responsibilities**

### **Everyone**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our nursery who comes into contact with children and their families has a role to play in safeguarding them. All staff in our nursery consider, at all times, what is in the best interests of the children in our care.

All staff within our nursery are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn and develop.

All our staff are aware of the early help process and understand their role in this, this includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead and understand they may be required to support other agencies and professionals in assessments for early help.

All our staff are aware of systems within Ashfield Plaza Day Nursery and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead. Our nursery utilises an induction checklist when staff are inducted.

All our staff receive safeguarding and child protection training which is updated every 3 years. In addition to this training, all staff members receive child protection and safeguarding updates when required, complete safeguarding quizzes at regular staff meetings and re-read policies and procedures every year.

All our staff know what to do if a child is raising concerns, discloses abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the designated safeguarding lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

### **Designated Safeguarding Lead**

We have a Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection and who has received appropriate training and support for this role. This Designated Safeguarding Lead is a senior member of the nursery and their responsibilities are explicit in their job description.

We also have a Deputy Designated Safeguarding Lead, who will provide cover for the Designated Safeguarding Lead when they are not available. Our Deputy Designated Safeguarding Lead has received the same training as our Designated Safeguarding Lead. She/he will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the nursery ethos and that specific duties are discharged. She/he will assist the Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences and supporting the child.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children. Our Designated Safeguarding Lead will ensure there is a structured procedure within the nursery, which will be followed by all of the members of the nursery in cases of suspected abuse.

**The Designated Safeguarding Lead is expected to:**

- **Manage Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways
- Refer cases where a person is dismissed or has left due to risk/harm to a child to the LADO

- **Work with others**

- Liaise with the Headteacher in School to inform him/her of any issues and ongoing investigations.
- Liaise with the case manager and the LADO where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of students.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018.

- **Undertake training**

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The training undertaken should enable the designated safeguarding lead to:

- understand the assessment process for providing early help and intervention through the Pathway to Provision, EHAF, the Early Help Unit and MASH
  - Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a student protection conference, and be able to attend and contribute to these effectively when required to do so.
  - Ensure that each member of staff has access to the child protection policy and procedures
  - Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
  - Be able to keep detailed, accurate, secure written records of concerns and referrals.
  - Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
  - Encourage a culture of protecting children; listening to children and their wishes and feelings.
  
- **Raise awareness**
  - Ensure that the child protection and safeguarding policies are known, understood and used appropriately
  - Ensure that the child protection and safeguarding policy is reviewed annually, procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this
  - Work strategically to ensure policies and procedures are up to date and drive and support development work within the nursery.
  - Ensure that the child protection and safeguarding policy is available to parents/carers and make parents/carers aware that referrals may be made about suspected abuse or neglect
  - Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
  
- **Child protection file**
  - The Designated Safeguarding Lead is responsible for ensuring that where children leave the nursery their child protection file is transferred to the new school or college as soon as possible. It must also follow the appropriate GDPR processes in accordance with the Data Protection Act of 2018.
  
- **Availability**
  - If the Designated Safeguarding Lead is not available the Deputy will always be available for staff in the nursery to discuss any safeguarding concerns. Appropriate arrangements will be made for any out of nursery hours activities.

## Appendix 2

### Identifying Concerns

All members of staff and volunteers will know how to identify children who may be being harmed and then how to respond to a child who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Some of the following signs might be indicators of abuse or **neglect**:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at nursery, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from nursery or education;
- Children who are reluctant to go home after the nursery day;
- Children with poor attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from nursery when drunk, or under the influence of drugs;
- Children who shy away from being touched or flinch at sudden movements.

**The four categories of abuse are as follows:**

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

**Physical Abuse** is 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.

*May be recognised by: Students with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.*

**Emotional Abuse** is 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 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.

*May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.*

**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 students to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

*May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.*

**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, 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.

*May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at academy; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected student may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.*

**Children with Special Educational Needs** We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **Taking action where concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child they will need to decide what action to take. Where possible a discussion will take place with the designated safeguarding lead to agree a course of action. The designated safeguarding lead will then implement said course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police. In this case a referral will be made by the designated safeguarding lead or member of staff if required, with the designated safeguarding lead being informed of the referral.

**If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:**

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
  - Leading questions should be avoided as much as possible.
  - Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The designated safeguarding lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, or to MASH. Children's social care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The police would only therefore be contacted directly in an emergency

**Staff will never attempt to carry out an investigation of suspected abuse by interviewing the child or any others involved.**

## **Appendix 3**

### **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to students; students will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the designated safeguarding lead and/or to children's social care. When a student is in immediate danger children's social care/the police will be contacted.

The Manager or Designated Safeguarding Lead will disclose personal information about a student to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 2018 should not be a barrier to sharing of information where failure to do so would result in a student being placed at risk of harm.

The DfE guidance can be located by:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

See also the Nottinghamshire Safeguarding Children Board (NSCB) guidance by:

<http://www.nottinghamshire.gov.uk/1268>



## **Appendix 4**

### **Records and Monitoring**

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

**At no time should an individual member of staff or nursery be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.**

**Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already open to social care.**

A chronology will be kept in the nurseries concerns file. Staff will record any minor concerns on the chronology and will take responsibility for alerting the designated safeguarding lead should the number of concerns rise or, in their professional judgement, become significant.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main student file. There should be a note made on the student record of a 'C' to denote a separate file exists (or a similar and consistent coding).

**Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.**

#### ***Why recording is important***

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

It is also true that without information being recorded it can be lost; this could be crucial information, the importance of which is not necessarily apparent at the time. On occasions this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

## ***The concern file***

The establishment of a 'concern' file, which is separate from the child's main nursery file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular student's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child and CiN may be looked at differently to a student recently bereaved or where there are parental health issues, etc. Professional judgement will, therefore, be an important factor when making this decision and will need clear links between staff and designated safeguarding leads in the nursery.

A 'concern' or 'confidential' file should be commenced in the event of:

- A safeguarding concern is raised on the student
- A child makes a disclosure
- A referral to MASH/ Children's Social Care.
- A number of minor concerns on the child's main nursery file.
- Any child open to social care.

It is suggested that within a child's 'concern' file there is:

- A front sheet detailing a chronology.
- A safeguarding concerns and disclosure form incl body map, where appropriate.
- A record of concerns and issues shared by others.

The nursery will keep written records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the concerns file.

Records will be kept up to date and reviewed regularly by the designated safeguarding lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave nursery they should ensure their concern/child protection file is transferred to the new nursery or school as soon as possible (this should be within five working days). This should be transferred separately from the main child file, ensuring

secure transit and confirmation of receipt should be obtained. It would be good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child.

### ***Recording Practice***

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be filed in the child's confidential file.

***There are templates attached as guidance, which include a file front sheet, chronology, record of concern and a body map.***

More detailed recording on the safeguarding concerns and disclosures form will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the nursery in the early identification of any concerns, which may prevent future harm.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an on-going dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

# Appendix 5

## INFORMATION/FRONT SHEET

<b>Name:</b>		<b>DOB:</b>	<b>Room:</b>	<b>Ethnicity:</b>
<b>Home Address:</b>			<b>Telephone: e mail:</b>	
<b>Status of file and dates:</b>				
OPEN				
CLOSED				
TRANSFER				
<b>Any other child protection records held in nursery relating to this child/child closely connected to him/her? YES/NO WHO?</b>				
<b>Members of household</b>				
<b>Name</b>	<b>Age/DOB</b>	<b>Relationship to child</b>	<b>Home work</b>	<b>Contact No</b>
<b>Significant Others (relatives, carers, friends, child minders, etc)</b>				
<b>Name</b>	<b>Relationship to child</b>	<b>Address</b>	<b>Tel No</b>	
<b>Other Agency Involvement</b>				
<b>Name of officer/person</b>	<b>Role and Agency</b>	<b>Status of Child ie EHAF/ CPP/LAC/CiN</b>	<b>Tel No</b>	<b>Date</b>

# Appendix 6

## Chronology

**CONFIDENTIAL**

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

## Appendix 7

### Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name: .....		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.  
**Please give this form to your Snr Designated Safeguarding Lead**

**Part 2 (for use by the Snr Designated Safeguarding Lead (DSL))**

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation and advice given).		
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons.  Note time, date, names, who information shared with and when etc.		
Parent's informed Y/N and reasons.		
Outcome  Record names of individuals/agencies who have given information regarding outcome of any referral (if made).		
Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?		
Should a concern/ confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

## **Appendix 8**

### **Body Map Guidance**

**Medical assistance should be sought where appropriate.**

- Body Maps should be used to document and illustrate visible signs of harm and physical injuries.
- Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.
- Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**At no time should an individual member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?



- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

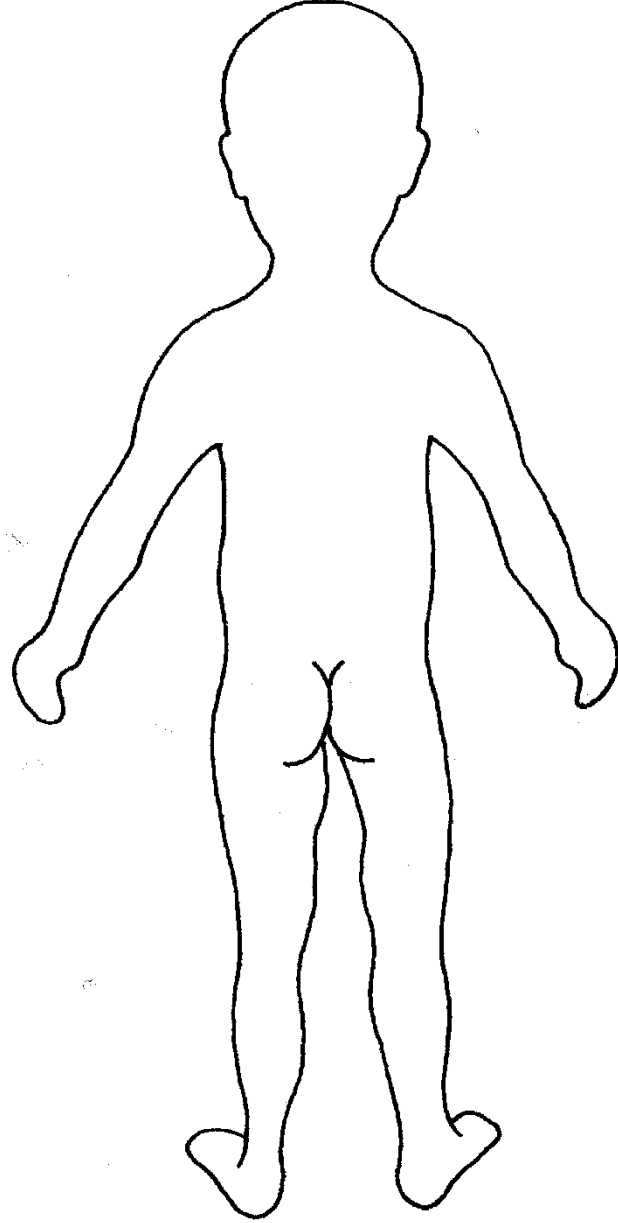
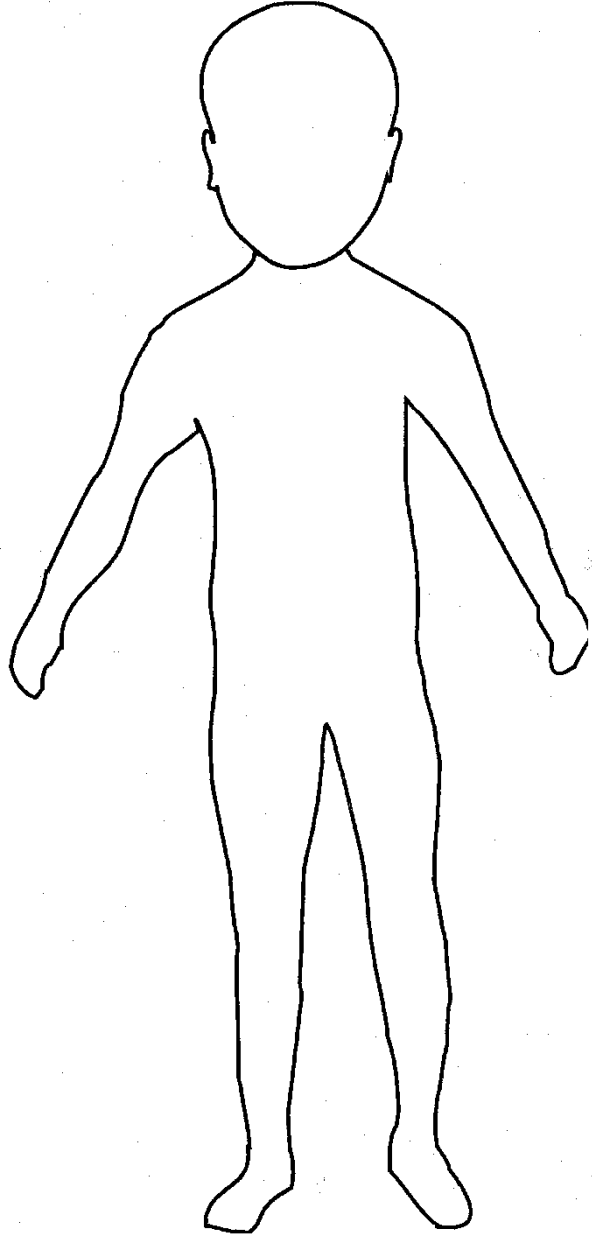
# BODYMAP

**(This must be completed at time of observation)**

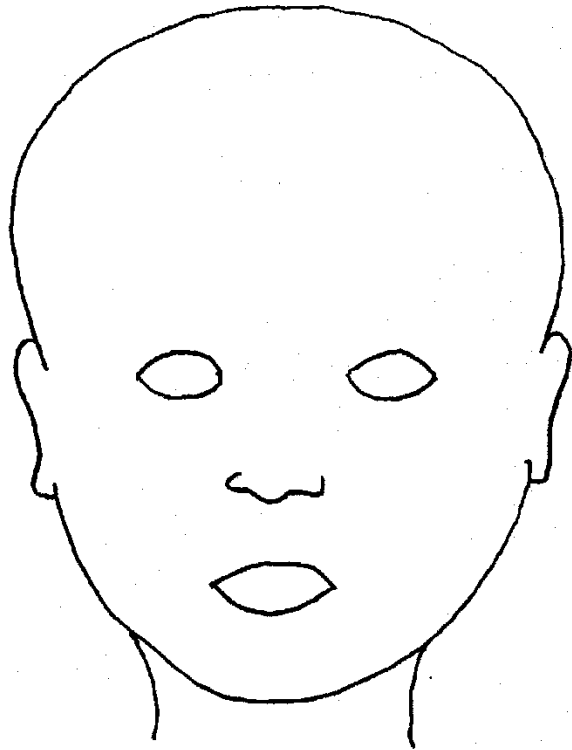
Names for Child: ..... Date of Birth: .....

Name of Worker: ..... Agency: .....

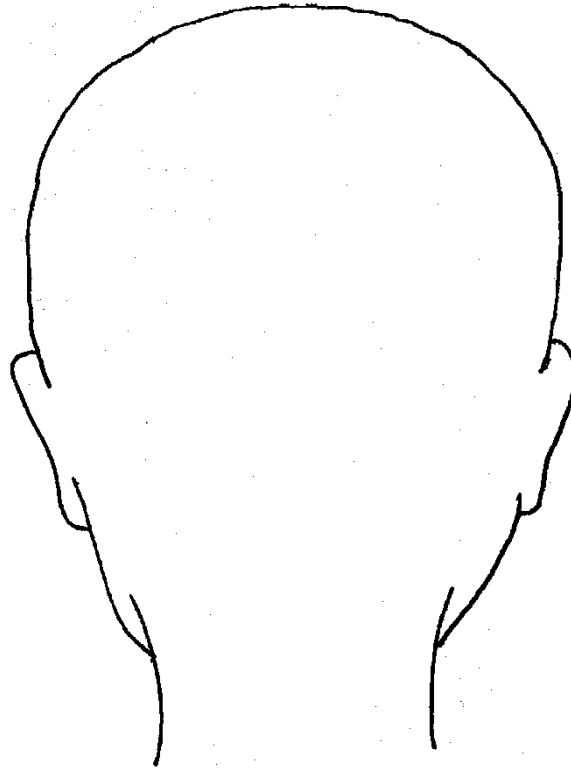
Date and time of observation: .....



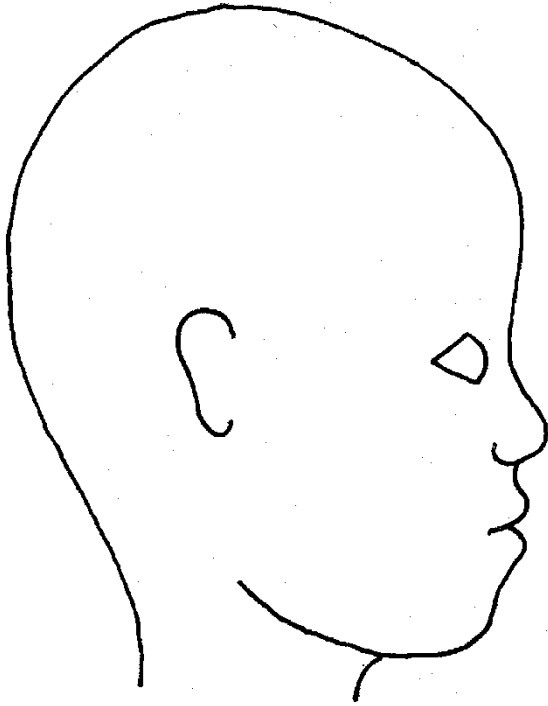
Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



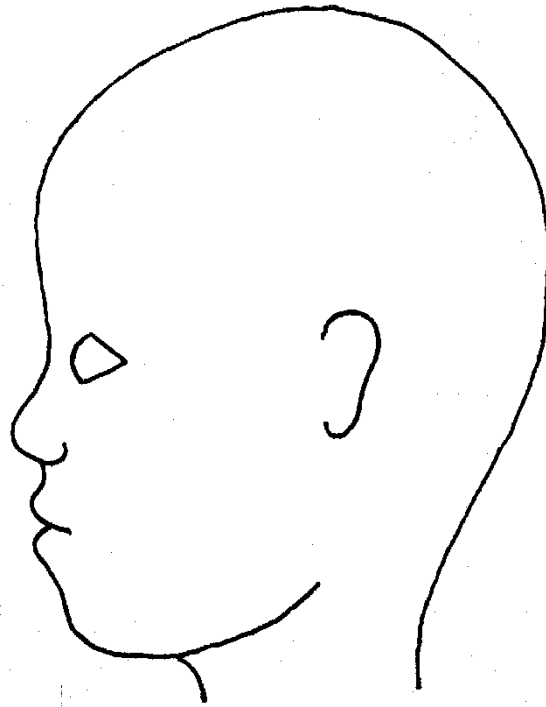
**FRONT**



**BACK**

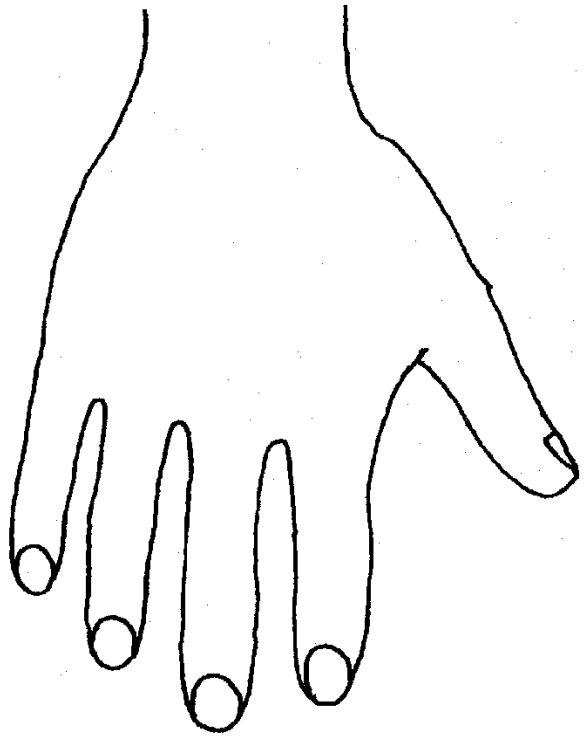


**RIGHT**



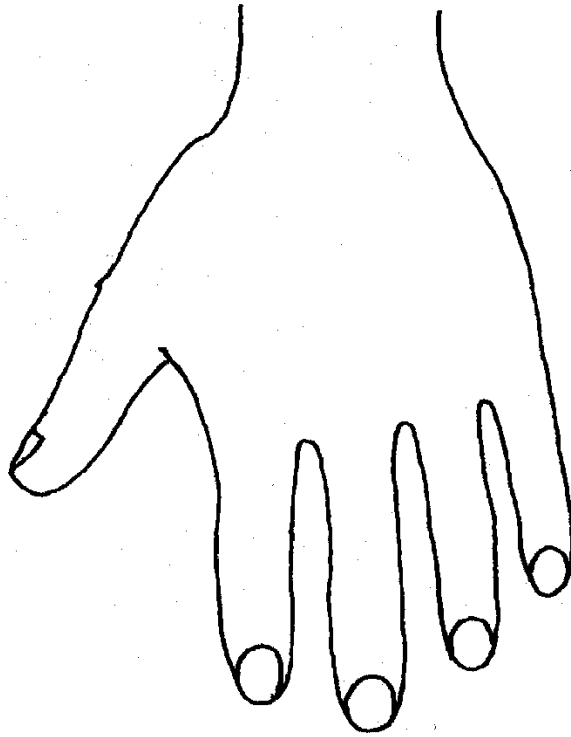
**LEFT**

Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



R

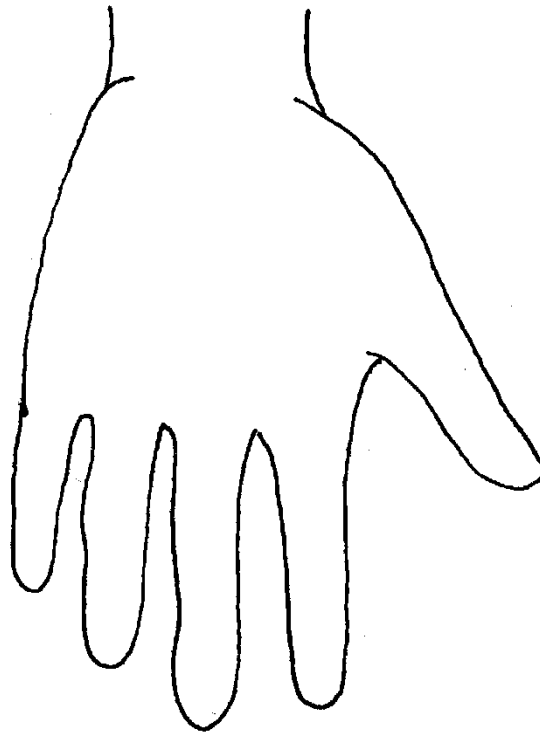
BACK



L



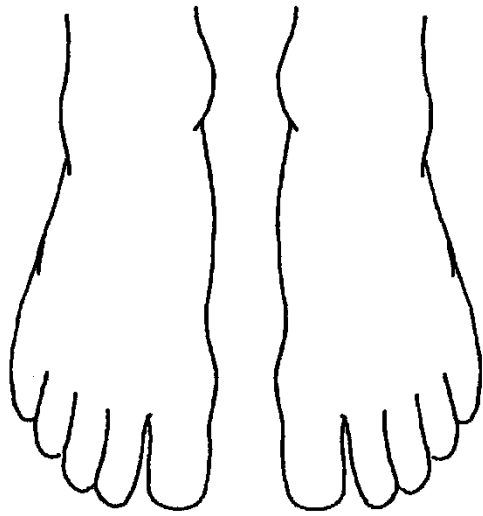
R



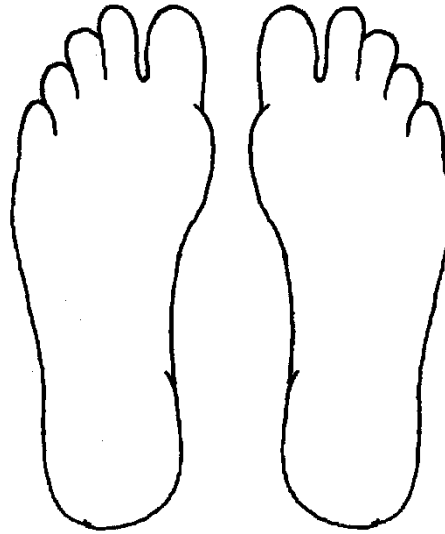
L

**PALM**

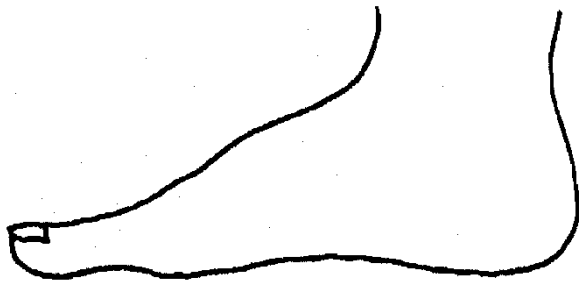
Name of Child: ..... Date of observation: .....



R TOP L



R BOTTOM L



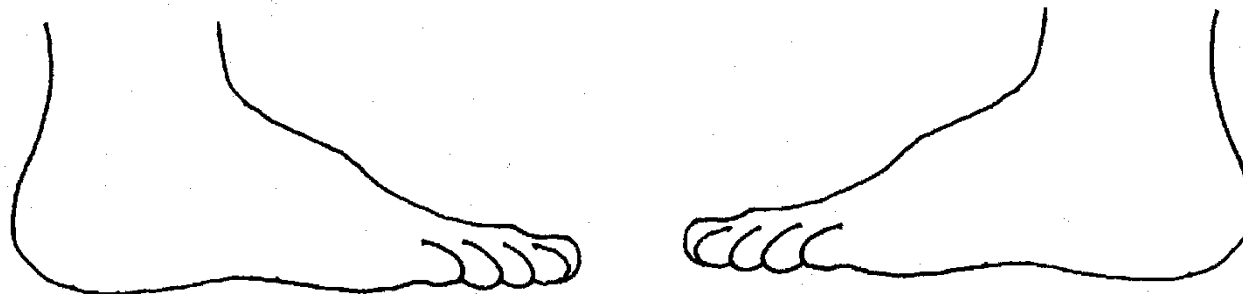
R



L

INNER





R

OUTER

L

Date:

Time:

Printed Name and  
Signature of worker:

.....

Role of Worker

.....

Other information:

.....





## Appendix 10

### C-File Record

Surname	First Name	D.O.B	Room

## Appendix 12

### Induction Checklist for Safer Recruitment

Name of Employee:

Name of Department:

Name of Line Manager:

This checklist must be used for all academy based employees and volunteers, including Governors.

	<b>Check</b>
1. You are aware that the Designated Safeguarding Lead for Ashfield Plaza Day Nursery is: <b>Laura Peachey / Nursery Manager</b>	<input type="checkbox"/>
2. You are aware of the procedure in the nursery for reporting safeguarding concerns, including the procedure if the Nursery Manager / Designated Safeguarding Officer is absent	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>- You are aware and have been advised of and discussed the following <b>school</b> policies, covering the agreed procedures and expectations of staff under:</li> <li>- Code of conduct</li> <li>- Anti-bullying</li> <li>- Anti-racism</li> <li>- Homophobic and Transphobic</li> <li>- Physical intervention</li> <li>- Internet safety (including social media)</li> <li>- Contact between staff and pupils outside the usual work context</li> <li>- Whole nursery child protection policy</li> <li>- Allegations of abuse made against staff</li> <li>- Visitors policy – the management of visitors on site</li> </ul>	<input type="checkbox"/>
3. You have been advised of and discussed all <b>statutory</b> guidance for nursery and the responsibility of staff within them, including: <ul style="list-style-type: none"> <li>- Working Together to Safeguard Children 2018</li> <li>- Pathway to Provision 2017</li> <li>- Information sharing 2015</li> <li>- Prevent Duty Guidance – for England and Wales 2015</li> </ul>	<input type="checkbox"/>
4. Advised and discussed the Nottinghamshire Safeguarding Children Boards' Safeguarding Children's Procedures and how they can be accessed at: <a href="http://www.nottinghamshire.gov.uk/nscb">www.nottinghamshire.gov.uk/nscb</a>	<input type="checkbox"/>
5. Completed the Induction Safeguarding Training designed to help you with different elements of safeguarding and child protection, and your responsibilities when working with children and vulnerable adults.	<input type="checkbox"/>
<b>Employee:</b>  I have read and understood the information provided to me and I have completed the training modules listed above.  Signed:	

Date:

**Line Manager:**

I can confirm that the above named has completed the activities on this checklist

Signed:

Date:

*\* HR to ensure a copy of this declaration is placed on the employee's file*