

# Nursery Safeguarding Policy

April 2021

**BARNFIELD COLLEGE NURSERY**  
**SAFEGUARDING POLICY**

**SCOPE AND PURPOSE**

The Nursery will work with children, parents and the community to ensure the rights and safety of children, and to give them the very best start in life. We will be alert to any issues for concern at home or elsewhere. We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

The key principle of safeguarding is that **safeguarding is everyone's responsibility.**

Our safeguarding policies are in line with the guidance and procedures of the **Luton Safeguarding Children's Board, Working Together and Keeping Children Safe in Education 2021.**

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

- Protecting children from maltreatment;
- Preventing impairment of children's health or development and
- Ensuring 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.

The designated practitioner who takes lead responsibility for safeguarding children is:

**Nursery Manager - Marie Bhungar**

In her absence,

Emma Doree  
**(DSL and College Leadership Team) 07920028361**

Dominique Dennemont  
**Head of Student Services – Barnfield 07500 126435**

The designated practitioner is responsible for liaison with local statutory children's service agencies and with the **Luton Safeguarding Children's Board (LSCB).**

[COVID-19 College arrangements for Safeguarding at West Herts College Group addendum September 2020.](#)

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). The Department of Education's (DoE) interim guidance on safeguarding in schools, colleges, Nursery's and other providers during the coronavirus outbreak has now been withdrawn, however requirements for local interventions in educational settings will continue to be reviewed. As such, the WHC Group will continue to ensure working practice and procedures are in line with any further reviews and DoE updates. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

**Following the return to the Nursery** West Herts College Group including the Barnfield Nursery continues to support vulnerable children and this addendum contains details of our individual safeguarding arrangements in the following areas:

- 1. Vulnerable children and young people**
- 2. Reporting a concern: In college and when remote working**

### **1. Vulnerable children and young people**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

The Safeguarding team along with the Nursery Manager have identified who the vulnerable children are and continue to work with the relevant Local Authorities to support and help to protect these children. This includes working with and supporting children's social workers and the Virtual School for looked-after and previously looked-after children.

### **2. Reporting a concern: In college or remote working**

If any member of staff has a concern of a safeguarding or child protection nature about a Child, they have a responsibility to share this information and inform a member of the safeguarding team.

[Where staff have a concern about a child, they should telephone through any safeguarding concerns to a member of the Safeguarding team immediately and without delay.](#)

In line with usual reporting procedures, a Child Protection/Vulnerable Adult concern form should be completed; the account must be clear, precise and a factual account of observations made. Where relevant, it should include screenshots of online conversations.

This form should only be emailed once the member of staff has spoken to a member of the Safeguarding team and been directed to do so.

### 3. POLICY

We ensure all staff are adequately and regularly trained in the area of safeguarding children, have an up to date knowledge of safeguarding issues to enable them to identify signs of possible abuse at the earliest opportunity, and respond in a timely and appropriate way. These may include:

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

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

**Sexual** - 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.

**Neglect** - Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, 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.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through significant changes in their behaviour, deterioration in their general well-being, the things they say (direct or indirect disclosure), unexplained bruising or marks, or through changes in their appearance, their behaviour, or their play.

We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.

We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.

We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.

Where we believe a child in our care or known to us may be affected by any of these factors we follow the **LSCB** protocol format for reporting child protection concerns.

We record any concerns on a Luton Safeguarding form, which is stored confidentially in an A-Z folder. These documents are stored with a front sheet for each child highlighting the concerns. The designated officer checks the forms monthly and if a pattern emerges with the concerns a separate folder is created for the child.

We refer concerns to Luton's children's social care department and co-operate fully in any subsequent investigation. In some cases, this may mean the police or another agency identified by the Luton Safeguarding Children's Board. Where cases have met the threshold for referral to external agency's the Nursey DSL will notify Director of Student Experience or the Barnfield Principal.

## **Radicalisation and Extremism**

We have safeguarding arrangements in place that promote the children's welfare and prevent radicalisation and extremism and they are in line with the **Prevent Duty 2015**.

All the staff understand that it is part of their day to day safeguarding duties to protect children from radicalisation and we also understand the importance of building children's resilience to radicalisation by promoting fundamental British Values.

The British Values; Democracy, Individual liberty, Rule of Law and Mutual Respect for others, are promoted through everyday practice. The nursery team role model these behaviours to the children and provide activities that promote the British Values such as; turn taking, sharing, contributing views, listening to the views of others, understanding boundaries and rules within the setting and promoting positive behaviour.

If we suspect that a child is at risk of radicalisation we understand that it is part of our wider safeguarding duties to act to protect the children. We would as with other safeguarding concerns work in line with LSCB (Luton Safeguarding Children's Board) procedures and would follow CHANNEL procedures. CHANNEL is a recognised partnership approach to protecting vulnerable people from being drawn in to terrorism.

The nursery will also work in partnership with the LSCB for the staff team to attend WRAP (workshop to raise awareness of prevent) training to raise awareness of the risks and signs of radicalisation and extremism.

## **Suitable People**

Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

Candidates are informed of the need to carry out enhanced DBS checks with the Disclosure and Barring Service before posts can be confirmed. All Nursery Staff are required to be signed up to the DBS update service.

Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

We record information about staff qualifications, and the identity checks and vetting processes that have been completed.

We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).

All children are supervised by adults at all times. Whenever children are on the premises at least two adults are present.

We abide by the Protection of Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

### **Allegations against staff**

Nursery staff ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse.

Nursery staff respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:

- inappropriate sexual comments;
- excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or
- Inappropriate sharing of images.

We follow the guidance of the Luton Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, has abused a child.

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

Any such complaint would be immediately referred to the Local Authority Designated Officer (LADO) to investigate without prior internal investigation. Human Resources are also informed with immediate effect.

The Nursery also has a duty to report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.

The Nursery Manager and staff co-operate entirely with any investigation carried out by children's social care in conjunction with the police. Should the complaint or concern be in relation to the Nursery Manager (DSL) then this should be escalated to The West Herts College Group DSL and Principal.

Where the management and children's social care agree it is appropriate in the circumstances, the Manager will suspend the member of staff, or the volunteer with the support of Human Resources, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

### **Disciplinary action**

West Herts College Group Human Resources processes will be followed where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service (DBS) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

### **Informing parents**

Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.

We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.

If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Luton Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.

If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Luton Safeguarding Children Board does not allow this.

This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

### **Liaison with other agencies**

We work within the Luton Safeguarding Children Board guidelines.



We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.

The Nursery will notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere).

Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

### **Physical contact with children**

Our setting believes that appropriate physical contact is vital for young children in order to help them develop into well balanced, secure and happy individuals, ready to meet the new challenges of school and beyond.

Children who have become upset or distressed either at the start of their session or during will be consoled and reassured. This may involve cuddling, sitting on a staff member's knee or, with the parent's permission, removing or transferring from a parent or carer to a member of staff for comforting.

Children who require adult support for toileting will be lifted onto and, if necessary, supported on the toilet. Children who request assistance following bowel movements will be encouraged to do this for themselves with staff assistance where necessary and when requested. The toilet door will generally be left open but modesty will be preserved.

Where a child has soiled themselves and a change of clothing is required, or where a child has soiled a nappy or pull up and requires changing, two members of staff will be present.

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting's management team and are recorded in the child's personal file. The child's parent is informed on the same day.

Children will be helped with dressing up clothes, for example adjusting clothing, tucking shirts, vests etc. into skirts/trousers.

Children will be assisted with physical play for example helping them to jump, navigate balance beams and ride three wheeled bicycles.

Other situations may occur which require physical contact for example sitting on a staff members knee whilst sharing a story, reinforcing good behaviour, or at the child's request.

Physical contact will never be inappropriate, excessive or unreasonable.

### **Confidentiality**

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Luton Safeguarding Children Board.

### **Curriculum**

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.

We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background. We ensure that this is carried out in a way that is developmentally appropriate for the children.

### **Support to families**

We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.

We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse. We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Luton Safeguarding Children Board.

### **Safety and Security**

We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded. The arrival and departure times of adults - staff, volunteers and visitors - are recorded. Our systems prevent unauthorised access to our premises. Our systems prevent children from leaving our premises unnoticed.

The personal possessions of staff and volunteers are securely stored during sessions.

## **Visitors**

All visitors will be identified prior to entering the nursery building. If identification is not satisfactory, the visitor's organisation will be contacted before allowing them access

Visitors will not be permitted unsupervised access to children at any time whilst on the premises

All visitors will be required to sign the visitors book detailing; name, date, time of arrival, time of departure, reason for visit and DBS check details (where required)

DBS checks are not required for visitors who will only have supervised contact with children on an ad hoc or irregular basis for short periods of time. This includes:

- Visitors who have business with the Nursery manager or other staff or who have brief contact with children with a member of staff present
- Parents/carers who are helping their child settle into nursery.
- Parents/carers who are contributing their own skills and knowledge to a nursery session
- Contractors who come on site to carry out emergency repairs or service equipment – contractors will however have to report initially to college reception.
- Volunteers or parents/carers who only accompany staff and children on one off outings or trips that do not involve overnight stays, or only help at specific one off events e.g. a sports day or summer fete.
- Public sector staff (such as Local Authority, Primary Health Trust or Strategic Health Authority) who will have been checked by their employing organisation, however, they must wear their identity badge at all times and their identity should still be checked
- Work experience students who are supervised at all times and will not be undertaking any intimate care routines.

DBS checks will be required in the following circumstances:

- Contractors working on site for prolonged periods (children should not be permitted in areas where contractors are working for health and safety reasons, however, checks should still be carried as contractors may come into contact with children in the course of their work).
- Long term student placements

## **Use of cameras and mobile phones**

Our setting uses a landline to make and receive business calls with a handset that is not capable of taking or storing photographs or videos. Our setting uses digital cameras to take photographs of children engaged in curriculum and fundraising activities for inclusion within their Learning Journal and for internal display to illustrate their success. We also occasionally take videos to illustrate a particular activity or behaviour.

Permission to take such images is obtained during the child's induction process and recorded on the child's consent form - images of children will not be used for any other purpose without express permission.

Members of staff ensure that the telephone number of the setting is known to immediate family and other people who may need to contact them in an emergency.

Mobile phones owned by staff are safely stored in the managers office.

A nursery mobile phone which does not have a camera is used when going out on walks and outings.

During normal nursery opening hours and activities, the use of mobile phones by staff, parents, volunteers, students, visitors and contractors within the nursery playrooms or gardens is strictly prohibited.

Should a parent, volunteer, student, visitor or contractor need to make or receive a call they must leave the Nursery area (rooms and garden) and move to the reception of the building before using their mobile phone.

Photographs or recordings of children are only taken on equipment belonging to the setting. Staff will not under any circumstances use their own cameras or mobile phones to take photographs or videos of the children either within nursery or on outings.

Cameras owned by the nursery (and the memory cards that they contain) will not be taken outside of the nursery premises with the exception of outings, where the camera will remain in the possession of a member of staff at all times and be used solely to take photographs relevant to the activity being undertaken

Photographs and/or videos stored on digital camera memories will reviewed on the nursery premises.

Relevant photographs will be printed on the premises and passed to the child's key worker for inclusion within their Learning Journey.

## Looked After Children

Our setting is committed to providing quality provision based on equality of opportunity for all children and their families and we do all we can to enable 'looked after' children in our care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

The designated person for looked after children is our designated safeguarding lead: **Marie Bhungar**

Every child is allocated a key worker before they start and this is no different for a looked after child. The designated person ensures the key worker has the information, support and training necessary to meet the looked after child's needs.

The designated person and the key worker liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.

The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.

At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is

reviewed after two weeks, six weeks and three months and continually reviewed each 3 to 6 months at the Designated Lead for Safeguarding's discretion.

The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer.

This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.

Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

Concerns about the child will be noted in the child's file and discussed with the foster carer. If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.

Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

## **Further Guidance**

- Children Act (1989 s47)
- Protection of Children Act (1999)
- General Data Protection Regulation (2018)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Working Together to Safeguard Children (March 2015)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

- Keeping Children Safe in Education (2018)
- The Prevent duty Departmental advice for schools and childcare providers (2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008)
- Disclosure and Barring Service: <https://www.homeoffice.gov.uk/dbs>
- Luton Local Safeguarding Children Board <http://lutonlscb.org.uk/>

