

Child Protection and Safeguarding Policy

To be reviewed Annually.

Policy reviewed January 2021. To be reviewed January 2022.



Everton Nursery School and Family Centre/Everton Centre for Nurture Governing Body last reviewed and agreed this Child Protection and Safeguarding policy in January 2021 and included the Covid19 Appendix 1 as advised by School Improvement Liverpool. The policy will be reviewed again in January 2022.

Headteacher:	Lesley Curtis
Designated Safeguarding Lead:	Lesley Curtis
Deputy Designated Safeguarding Lead(s):	Faye O'Connor, Ruth Scully, Paula Fagan, Rebecca Melia
Link Governor for Safeguarding:	Andrea Vaughan
Chair of Governors:	Joyce Humphreys
Policy Date:	January 2021
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	January 2022

This policy provides guidance to all adults working within Everton Nursery School and Family Centre/Everton Centre for Nurture whether paid or voluntary or directly employed by the school and centre or by a third party.

Everton Nursery School and Family Centre/Everton Centre for Nurture and its governing body recognises its duty towards safeguarding and promoting the welfare of children as set out in Section 175/157 of the Education Act 2002.

Everton Nursery School and Family Centre/Everton Centre for Nurture will prevent and respond to abuse and neglect by ensuring that the ethos and atmosphere of the school and centre is conducive to a safe environment. Children and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will know they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse or neglect by having procedures in place that reflect current legislation, guidance and best practice.

As part of our safeguarding ethos, we encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and centre and where political issues are brought to the attention of the children, reasonable practicable steps will be taken to offer a balanced presentation of opposing views to children. We will ensure that reasonable steps are taken to ensure visitors to the school and centre do not share messages with the school and centre community which are contrary to our school and centre ethos and beliefs.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school and centre. An allegation, disclosure or suspicion of abuse, or an expression of concern about

abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly any member of staff may observe or suspect an incident of abuse.

1. Child Protection and Safeguarding Statement:

Everton Nursery School and Family Centre/Everton Centre for Nurture is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school and centre seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

- Through our day-to-day contact with children and families, Everton Nursery School and Family Centre/Everton Centre for Nurture staff, governors, volunteers and visitors have a crucial role to play in safeguarding children and promoting their welfare. Everyone has a responsibility to maintain a vigilant and safe environment and to act without delay to protect children in the event of noticing indicators of possible abuse or neglect and in reporting concerns to Liverpool Children's Services via a MASH (Multi Agency Safeguarding Hub), Careline Multi-agency referral form (MARF), or in the event of a child being at risk of immediate harm contact Careline directly on 0151 233 3700.
- Everton Nursery School and Family Centre/Everton Centre for Nurture seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.
- This policy relates to other policies and upholds the principles of the following: Behaviour Policy; Equal Opportunities and Racial Diversity Policy which makes reference to LGBT, Online Safety Policy, Attendance Policy and City Council Whistle Blowing Policy. This helps to ensure coherence both in policy and practice and links to the safeguarding agenda.

'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.' (DFE 2020)

2. Definitions:

A child includes anyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Child protection: Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm

'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'

Safeguarding Children: *'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'*

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; and taking action to enable all children to have the best outcomes.' (DfE 2019)

Abuse: Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

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.

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

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)
- ensure access to appropriate medical care or treatment

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

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

Further information regarding the signs and indicators of abuse are set out in the DfE guidance Keeping Children Safe in Education (DfE 2020). This includes amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Serious Violence, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Peer on Peer abuse, Sexual Violence and Sexual Harassment (including sexting), Vulnerabilities to Extremism and Children Missing Education.

3. Policy Aims:

- Everton Nursery School and Family Centre/Everton Centre for Nurture aims to create and maintain a safe environment and work with a prime concern for child welfare and well-being and ensuring the schools and centres practice meets local and national guidance.

- To ensure staff responsibilities and procedures at Everton Nursery School and Family Centre/Everton Centre for Nurture are fully understood and that everyone can recognise signs and indicators of abuse or neglect and take appropriate action, in a timely manner, to safeguard and promote the welfare of all children.
- The staff at Everton Nursery School and Family Centre/Everton Centre for Nurture shall help children understand what is and is not acceptable behaviour towards them. Staff relationships with children should be built on trust and respect with the children knowing they are valued and cared for as individuals.
- The staff at Everton Nursery School and Family Centre/Everton Centre for Nurture will give opportunity/build confidence and promote well-being in children on how to stay safe from harm and help them to speak up if they have worries.

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- Everton Nursery School and Family Centre/Everton Centre for Nurture recognises that scrutiny, challenge and supervision are key to safeguarding children.
- Everton Nursery School and Family Centre/Everton Centre for Nurture are committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. *'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'* (DfE 2020).
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, 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.
- *'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.'* (DfE 2020)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Liverpool Careline 0151 233 3700).
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- Everton Nursery School and Family Centre/Everton Centre for Nurture understands its responsibility to request a statutory assessment led by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- Keeping Children Safe in Education (DfE 2020) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- Everton Nursery School and Family Centre/Everton Centre for Nurture will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. *'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'* Working Together to Safeguard Children (DfE 2018).

- Everton Nursery School and Family Centre/Everton Centre for Nurture will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- Everton Nursery School and Family Centre/Everton Centre for Nurture will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance Keeping Children Safe in Education (DfE 2020). **This child protection and safeguarding policy should be read alongside this statutory guidance and all staff and governors must read and understand at least part 1 and annexe A of this guidance.**

Local authorities have a duty to make enquiries under Section 47 of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under Section 17 of the Children Act 1989.

Section 175 of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are children at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act).

Working Together to Safeguard Children (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required:

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' DfE 2018

Everton Nursery School and Family Centre therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs (according to the Liverpool Children's Safeguarding Board Responding to Need and Level of Needs framework), sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided

statutory guidance for schools and child care providers: **'The Prevent Duty'** (June 2015). The guidance summarises the requirements of schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people. Given Liverpool is a priority area, schools can seek additional advice from the Local Authority's Prevent Coordinator.

'Section 5B of the Female Genital Mutilation (FGM) Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers and support staff** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers and support staff to see visual evidence, and they should not be examining children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

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 school or college's designated safeguarding lead 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. *DfE 2020*

Everton Nursery School and Family Centre/Everton Centre for Nurture will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation (revised 2016)**. and will have reference to guidance provided by the National FGM Centre. In addition, Everton Nursery School and Family Centre/Everton Centre for Nurture recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multi-agency guidelines**, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk.)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the **Statutory Framework for the Early Years Foundation Stage (EYFS)**.

The Teaching Standards (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard children' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the

age of 18, even if that child is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

Everton Nursery School and Family Centre/Everton Centre for Nurture **will also take account of additional DfE guidance including:**

- Working Together to Safeguard Children (DfE, 2018)
- CSE Definition and guidance for practitioners DfE 2017
- Criminal Exploitation of children and vulnerable adults: County Lines Guidance DfE 2017
- Disqualification under the Childcare Act DfE 2006
- Information sharing: Advice for practitioners providing safeguarding services HMG 2018
- Sexual violence and sexual harassment between children in schools and colleges DfE 2018
- The Prevent Duty - Departmental advice for schools and childcare providers DfE 2015
- How social media is used to encourage travel to Syria and Iraq DfE 2015 (Briefing note for schools)
- The Ofsted School Inspection Handbook and Ofsted guidance: Inspecting safeguarding in early years, education and skills
- What to do if you are worried a child is being abused: Advice for practitioners DfE 2015
- Other DfE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Additional DfE/Gov guidance can be found here:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

6. Communicating with parents and visitors:

Everton Nursery School and Family Centre/Everton Centre for Nurture is committed to the principles of Working Together to Safeguard Children which states that a *'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'* The following statement is provided to parents so they are aware of Everton Nursery School and Family Centre's responsibilities:

'Everton Nursery School and Family Centre/Everton Centre for Nurture ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

Everton Nursery School and Family Centre/Everton Centre for Nurture *also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances Everton Nursery School and Family Centre/Everton Centre for Nurture will be able to inform the parents/carer of its need to make a referral. However, sometimes Everton Nursery School and Family Centre/Everton Centre for Nurture is advised by children's services or police that the parent/carer cannot be informed whilst the matter is being investigated. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.*

Everton Nursery School and Family Centre/Everton Centre for Nurture *will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.*

The following notice is made available to all visitors in reception. In addition all visitors are provided with additional safeguarding guidance.

'Everton Nursery School and Family Centre/Everton Centre for Nurture is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the Headteacher/Designated Safeguarding Lead or Assistant Headteachers any

behaviours of any adults working in Everton Nursery School and Family Centre/Everton Centre for Nurture that may concern you. By signing our visitors' book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the staffroom.

Safeguarding Framework:

Everton Nursery School and Family Centre/Everton Centre for Nurture has procedures or policies in relation to other areas for safeguarding children including as examples:

- attendance
- administering medicines
- behaviour
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- Clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and access plan
- racial diversity and equal opportunities
- emergency planning
- fire drills
- first aid
- intimate care/peer massage
- internet and online-safety
- risk assessments
- safe recruitment practices
- managing allegations against staff
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing
- staff training. E.g. Domestic violence, honour based violence, mental health and early trauma, trafficking and modern day slavery.

7. Roles and responsibilities:

- The Headteacher is: Dr. Lesley Curtis OBE
- Assistant Headteachers: Faye O'Connor and Rebecca Melia
- The Chair of Governors is: Joyce Humphreys
- The Designated Safeguarding Lead for Child Protection and Safeguarding is:
Dr Lesley Curtis OBE
- Those trained to provide cover for the role of Designated Safeguarding Lead are:
Ruth Scully (Inclusion Co-ordinator), Faye O'Connor/Rebecca Melia (Assistant Headteachers) and
Paula Fagan (Children's Centre Coordinator)
- The nominated Governor responsible for Safeguarding and Child Protection is:
Andrea Vaughan
- The nominated Governor responsible for Children who are Looked After is:
Ruth Scully
- The nominated Governor responsible for dealing with allegations against the Headteacher is: Joyce
Humphreys (Chair of Governors)

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DFE 2020) and Working Together to Safeguard Children (DFE 2018).

- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the Local Safeguarding Children Partnership (LSCP) 'Responding to Needs Framework.'
- The Child Protection and Safeguarding Policy is reviewed annually and available to parents/carers, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019)
- The school's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Partnership (LSCP) priorities and procedures and any actions identified in the Local Authority 175 Audit are completed.
 - There is a named Designated Safeguarding Lead (Headteacher) and the Assistant Headteachers who are members of the school leadership team. There are colleagues trained to provide cover for the role (Children's Centre Co-ordinator).
 - Everton Nursery School and Family Centre/Everton Centre for Nurture has procedures in keeping with the LSCP for dealing with any allegations made against any adult working within the school.
 - There is a nominated governor who is the Chair of Governors and case manager for managing any allegations against the Headteacher.
 - There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
 - Everton Nursery School and Family Centre/Everton Centre for Nurture follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and Safeguarding Governor together with the Headteacher review the school's single central record.
 - Everton Nursery School and Family Centre/Everton Centre for Nurture itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the Internet or when using new technology. Any complaints about services lead to improvements in practice.
 - Everton Nursery School and Family Centre/Everton Centre for Nurture will ensure there are appropriate filters and monitoring systems in place in respect of Internet use.
 - Everton Nursery School and Family Centre/Everton Centre for Nurture leadership team scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training, which is regularly updated.
 - There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, children taken off roll, views and the progress and participation of vulnerable students.
 - All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
 - The Governing Body of Everton Nursery School and Family Centre/Everton Centre for Nurture has nominated an appropriately trained designated teacher to promote the educational achievement of Children who are Looked After, or have been previously looked after. The named designated Teachers are the Assistant Headteachers.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither Everton Nursery School and Family Centre/Everton Centre for Nurture Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Headteacher will ensure that:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DFE 2020) are followed in line with the school's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.

- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding and that staff have appropriate induction in child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and/or the National College of School Leadership as appropriate.
- She liaises with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DfE, 2020) and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
 - The curriculum provides opportunities to help children stay safe especially when on-line. Children should be aware of the support available to them.
 - The Headteacher quality assures the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately.
 - The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks are made on visiting speakers and monitoring and filtering is in place across the school's IT systems. All staff have had opportunity for Prevent training either through face to face training or access to online resources:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Designated Safeguarding Lead

Keeping Children Safe in Education 2020 sets out the broad areas of responsibility for the Designated Safeguarding Lead. These are detailed below.

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- Act as a point of contact with the three safeguarding partners;
- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead (and any deputies) will undertake training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

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

Raise Awareness

- The designated safeguarding lead should ensure the school child protection policies are known, understood and used appropriately;
- Ensure Everton Nursery School and Family Centre/Everton Centre for Nurture child protection and Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
- Ensure the child protection and safeguarding policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave Everton Nursery School and Family Centre/Everton Centre for Nurture, we ensure their child protection file is transferred to the new school as soon as possible via CPOMs. Where the receiving school does not use the CPOMs system, the child protection file will be transferred separately from the main child's file, ensuring secure transit and confirmation of receipt should be obtained. Data within these files are kept on the premises for 25 years and also accessible on CPOMs.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) will be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.'

According to Local Guidance it is expected that the Headteacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership. In addition to the role outlined in Keeping Children Safe in Education the Designated Safeguarding Lead is also expected to ensure that:

- Children's Services is notified if a child subject to a Child Protection Plan is absent and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.

- A training log is kept of all child protection training include the names of those attending. All staff must have regular training.
- Child protection records are kept securely and separately from the child's normal file
- Everton Nursery School and Family Centre/Everton Centre for Nurture attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner.
- Everton Nursery School and Family Centre/Everton Centre for Nurture escalates its concerns with other agencies when a child's needs are not being met.
- All staff read and understand part 1 of the DfE (2020) guidance Keeping Children Safe in Education and have available to them other key documents and guidance.

All staff and volunteers should:

- Contribute to ensuring students learn in a safe environment.
- Read and understand as a minimum part 1 of the DfE (2020) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DfE (2016) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or any of the safeguarding team. Report any concerns without delay about the behaviour of an adult towards a child to the Headteacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700). Teachers **MUST** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow Everton Nursery School and Family Centre/Everton Centre for Nurture policies including this child protection and safeguarding policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2015)
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700).
- Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DfE states '*peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.*' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' NSPCC and 'Barnardos'. A risk assessment may need to be in place. The school curriculum will support children to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can 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.' (DfE 2016)

The DfE has provided additional practice guidance 'Safeguarding Disabled Children' DfE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy. (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DfE 2015'

8. Procedures for reporting Child Protection or Child Welfare Concerns:

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Headteacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form.
- Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.
- The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (Keeping Safe in Education reminds us that any adult can refer their concerns to Children's Services directly). This should be followed up with a written referral to Children's Services.
- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

School Improvement Liverpool School's Safeguarding Handbook and Part 1 of Keeping Children Safe in Education (DFE 2020) provides key flowcharts and guidance to support staff and volunteers understanding and decision making. **This will support staff to make a referral themselves should that become necessary.**

Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27 of Keeping Children Safe in Education (DFE, 2020). Staff may be required to support social workers and other agencies following any referral.

If a teacher in the course of their work in the profession discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Keeping Children Safe in Education (DFE, 2020) provides additional guidance.

9. Additional Child Protection Guidance provided to all adults working with young people which will include:

- Part 1 of Keeping Children Safe in Education (DfE 2020)
- The School's Code of Conduct for staff and volunteers
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2015)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse

- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Extremism and Radicalisation, Neglect and online-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

10. On-line safety, data protection and the use of digital photographic equipment

Everton Nursery School and Family Centre/Everton Centre for Nurture's On-line Safety/Acceptable Use policy clearly outlines the way in which Everton Nursery School and Family Centre/Everton Centre for Nurture uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers for using new technologies, mobile phones and personal photographic equipment around children. Everton Nursery School and Family Centre/Everton Centre for Nurture will consider, in particular, Children Looked After (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DfE highlights the risks of new technologies:

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation - technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm'

Staff should bring immediately to the attention of the Designated Safeguarding Lead and senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

11. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised attendance will be closely monitored. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision (our Nurture Base) to ensure children are attending and are safe. Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEND will be monitored on a daily and weekly basis. Social care will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team are aware of any safeguarding concerns. It is critical that when a child is not attending school, their welfare is confirmed via a telephone call to the child's parents/carers. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

12. Complaints

Complaints about safeguarding should follow the school's and centre's complaints policy via school/centre website under the policies tab or can contact school directly on 0151 233 1969..

Everton Nursery School and Family Centre and Local Authority also have whistle-blowing procedures.

The Local Authority Officer for dealing with allegations against staff and volunteers can be contacted through Careline on 0151 233 3700.

Monitoring and Evaluating

This policy and strategy describes the child protection standards for Everton Nursery School and Family Centre/Everton Centre for Nurture and will be monitored annually by the DSL/ Headteacher/Head of Centre.

Policy Review

Everton Nursery School and Family Centre/Everton Centre for Nurture Governing Body last reviewed and agreed this Child Protection and Safeguarding policy in January 2021 and included the Covid19 Appendix 1 as advised by School Improvement Liverpool. The policy will be reviewed again in January 2022.