



Safeguarding and Child Protection Policy

Including allegations against members of staff

Child protection is taken very seriously at The French Nursery School.

We aim to create a school environment where children are safe from abuse and in which any suspicion of abuse is promptly and appropriately dealt with. We aim to ensure children know that there are adults in the school whom they can approach if they are worried.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. *For type and possible signs of abuse and neglect please see Appendix 2 of this policy.*

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

The French Nursery School Designated Senior Leader for Safeguarding is:

Fatou Conde

The Deputy Senior Leader for Safeguarding is:

Souad Ould Hamouda

The Designated Senior Leader and the Deputy Leader for Safeguarding have received Level 3 training on Safeguarding Children which included training in child protection matters and inter-agency working. This is updated every two year.

Duty of the School

The well-being and safeguarding of the children are paramount.

It is the duty of the school to ensure that all teachers safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

Key elements of keeping children safe are part of the curriculum offered in order to promote the personal, social and emotional development of the pupils, so that they develop an understanding of why and how to keep safe.

The French Nursery School are committed to create a 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.

The French and The Spanish Nursery Schools recognise its legal duty to work with other agencies in protecting children from harm and responding to abuse.

At The French Nursery School we ensure that bullying is identified and dealt with for the benefit and social development of all concerned, please refer to the Anti-bullying Policy. All pupils are encouraged to show respect for others and take responsibility for protecting themselves.

Every staff member will be required to have an enhanced Disclosure and Barring check (DBS). The school will check that all staff employed had the appropriate child protection checks and procedures completed. All necessary information is recorded on the school's central register and copies of the documents will be kept in the staff member's file in the office.

Please refer to Safer Recruitment Policy.

Children must be supervised at all times and never left alone with anyone non DBS checked.

The French Nursery School will seek out training opportunities for staff and ensure that they recognise the symptoms of abuse. All staff have access to the booklet 'What to do if you are worried a child is being abused', the 'Childcare Act' (2015), 'Every Child Matters' (2003), 'Keeping Children Safe in Education' (Sept. 2018).

The school appoints a *Designated Senior Leader* who takes responsibility for:

- Supporting other staff in their understanding of child protection issues and ability to recognise the signs and symptoms of abuse.
- Managing the establishment's response to a disclosure of abuse.
- Writing an annual report outlining how many reports have been made to social services/other agencies over the year. (Names of children will not be shared in this document.)
- Ensure that safer recruitment procedures and guidance are followed so that the school is confident that all adults working at The French Nursery School are safe to do so.

Duty of the Designated Senior Leader

Before a referral is made

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents/carers or whether to do so would put the child at further risk of harm because of delay or the parent's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.
- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team have been informed and advice has been given.
- Information will be shared on a need to know basis and must be treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues
- The Designated Senior Leader will decide whether to make a referral to children's social care.

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support other staff when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the proprietor to inform her of any issues and ongoing investigations and ensure there is always cover for this role
- Liaise with the Local Safeguarding Children Board to ensure awareness of local multi-agency procedures, local referral procedures and training opportunities, and maintain a list of local multi-agency contacts. This should be in-line with 'Working Together to Safeguard children' (July 2018).
- To refer to the Disclosure and Barring Service, within one month, any person whose services are discontinued because he or she is considered to be unsuitable to work with children.
- Caution staff and others to ensure that their conduct is fully professional at all times and unlikely to give rise to allegations (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, sending personal text messages etc.)

Raising Awareness

- Ensure the establishment's child protection policy is updated and reviewed annually and work with the governing body/founder regarding this.
- Ensure parents have access to copies of the Safeguarding Children (Child Protection) Policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.
- Where children leave the establishment ensure their child protection.
- Ensure all staffs are familiar with school and Borough procedures and guidelines for identifying and reporting abuse, including all allegations of abuse against staff.
- To be aware of children within the school who are the subject of a Child Protection Plan or who are looked after Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school.
- To ensure that accurate and secure written reports and child protection records are maintained as required.
- To follow as appropriate recommendations made by the Local Safeguarding Children Board (LSCB)
- To be aware of any new legislation, guidance, policy and procedures in the area of Safeguarding and Child Protection.
- To support and advise staff on child protection issues generally.

Duty of the Staff

Staff must be fully aware of the school's Safeguarding Children policies and procedures for reporting and recording worries, concerns and incidents and must report these to the Designated Senior Leader even if they involve staff members.

It will be made clear to staff applying for posts within The French Nursery School that the position is exempt from provisions of the Rehabilitation of Offenders Act 1974.

Staff will be made aware of the Childcare Act (2006), Every Child Matters (2003). Staff are also required to know about the documents 'Working Together to Safeguard Children' (July 2018) and 'Keeping Children Safe in Education' (Sept. 2018, they will read Section 1 of this document). Any new staff will be given a copy of this along with a Safeguarding prospectus in their induction.

Every new member of staff receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the

Designated Senior Leader as well as working with different agencies. This training will be led by the School's Designated Senior Leader for Safeguarding or an external agency. Training in child protection is an important part of the induction process.

All are given guidelines on what to do if a child approaches them to discuss allegations of abuse and the Code of Conduct. All are also made aware of the Safeguarding concern and record sheets.

At The French Nursery School all staff seek to adopt an open and accepting attitude towards pupils as part of their responsibility. The staffs are committed to create an environment within parents and pupils feel free to talk about any concerns and see the school as a safe place. Pupils' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If a member of staff notices injuries which appear to be non-accidental, or is told anything significant by a pupil, must report his/her concerns immediately to the school's Designated Senior Leaders for Safeguarding.

If staff has significant concerns about any pupil which may indicate physical, emotional or sexual abuse or neglect, they must discuss these with the Designated Senior Leader, who will contact the agencies responsible for investigation and child protection.

Information provided by a parent who has contacted a member of staff concerning abusive behaviour in their family or another pupil's family, should be treated in the same manner. If a member of staff is unsure about a parent's account of an injury or challenging behaviour, then they should pass this information on to the Designated Senior Leader.

Under no circumstances should members of staff use their personal mobile phone camera, or other electronic device, to take photographs of the pupils. It is essential that photographs taken on school cameras are stored appropriately to safeguard the pupils in our care.

Please refer to The Use of Mobile Phones and other Electronic Devices Policy.

All staffs are required to inform the Designated Senior Leader and the Founder immediately if their family or child within their care is undergoing an investigation by the Social Services or if their child or step-child is placed on a Child Protection Register or is the subject of a Child Protection Plan.

Monitoring and Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a child and Safeguarding concern and record sheets are filled in. These records are kept in secure confidential files, which are separate from the child's school records by the Designated Senior Leader. It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection. However it is preferable, where circumstances allow, that parents be informed of and agree to any referral being made (unless it relates to sexual abuse).

Staff must keep the Designated Senior Leader informed of:

- poor attendance and punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well-being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

All communications, whether verbal or written, are strictly confidential and only when the Designated Senior Leader and the Founder deems it appropriate, will other members of staff be informed.

Support must be given to members of staff involved in child protection referral and, in the interest and protection of all staff, the procedure for child protection shall be under continual review in order to eliminate any bad practice.

For contact with Child Protection specialists available for consultation in Kensington and Chelsea :

Kembra Healy

Safer Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 07823 532 538

Email: kembra.healy@rbkc.gov.uk

OFSTED Complaints Manager

Royal Exchange Building

St Anne's Square

Manchester

M2 7LA

Tel: 0845601477- 08456 404040

ChildLine

Tel: 0800 1111

Chat online with a councillor: <https://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>

Create an online account with ChildLine: <https://www.childline.org.uk/Talk/Pages/Email.aspx>

NSPCC

Tel: 0808 800 5000

Text: 88858

Email: help@nspcc.org.uk

Online: www.nspcc.org.uk/reportaconcern

Allegations against Members of Staff

The Kensington Gardens and The Spanish Nursery School is rigorous in ensuring that the adults in our school are safe to work with our children and has regard to 'Dealing with Allegations of Abuse against Teachers and Other Staff' (revised 2012) and 'Keeping Children Safe in Education' (Sept. 2018).

Allegations about the behaviour of a member of staff, volunteer or the designated person with responsibility for safeguarding should be reported immediately to the Founder that will inform the LADO. The LADO will then be able to consult the police and children's social care services as appropriate.

Guidelines for the management of allegations of abuse by staff and other professionals.

The school will contact the LADO immediately for advice as soon as any allegation or suspicion is raised. The expectation is that in most cases the employee will be immediately informed of any allegations, but in the case of alleged sexual abuse, (or other rare cases requiring special action to protect a child), the Designated Senior Leader for Safeguarding will ask for a delay in informing the alleged perpetrator to ensure that the child is protected, and evidence secured.

The principle must be followed that the employee should be informed of the allegation as soon as possible.

While considerations of child protection must be paramount, the need must also be recognised to safeguard teachers and other employees against the effects of false and malicious allegations.

Process

The Designated Senior Leader for Safeguarding will coordinate any investigation with the appropriate Social Services team, the police and any other agencies that are involved, and will act as a channel of communication with schools.

If a matter is referred for formal investigation under the Child Protection procedures, consideration should be given to suspending the employee until investigations have been completed. Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended must be informed immediately for the reason for suspension.

At any stage in the process as soon as it becomes clear that the conduct of the employee if it happened, could be regarded as gross misconduct (i.e. conduct which if proven goes to the root of the contract of employment), then it is important that the employee is suspended. If this is not done, it could undermine the case for dismissal, because the employer has not immediately treated the alleged conduct as so serious as to require suspension. Clearly the decision on suspension will only be made once it is established there is a case to be investigated. So such action will only follow the initial gathering of the facts to determine that the alleged misconduct could have occurred, and that there is evidence which needs investigation. It must be re-emphasised that taking such action does not imply any finding of guilt.

The employee must have the opportunity for personal support by someone who is not involved in pursuing the allegation. This should be additional to ensuring the employee has the opportunity to contact their trade union or professional association.

Clearly any case of striking or otherwise physically chastising a child is at first sight a reason for disciplinary investigation.

Allegation made to the police or children's social care

If an allegation is made to the Police it should be reported to the Designated Person who will have already informed the Local Authority Designated Officer (LADO). If the allegation is made to the children's social care the person who receives it should report it to the LADO.

Confidentiality

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes

Support

The French Nursery School, together with LA children's social care and/or police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies will take place in order to ensure that the child's needs are addressed. As soon as possible after an allegation has been received, the accused member of staff will be advised to contact their union or professional association.

Whistle – blowing

All staff will be made aware of The Whistle – blowing Policy and feel confident to voice concerns about the attitude or actions of colleagues.

Referral to Barred List Check, POCA list or regulatory body

If the allegation is substantiated and the School ceases to use the person's services including: dismissal, non-renewal of a fixed term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed contractors, no longer using volunteers, resignation,

and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering, the LADO will discuss with the employer whether a referral will be made to the DBS, List 99 or protection of Children Act List and/or a regulatory body e.g. the Teaching Agency/Department of Education or the National College for Teaching and Leadership (NCTL). The referral will be made using the DBS Referral Form.

The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. The referral will include as much evidence about the circumstances of the case as possible. Consideration will then be given as to whether the individual will be barred from, or have conditions imposed in respect of, working with children.

If a referral is to be made, it will be submitted within one month of the allegation being substantiated.

The School understands that failure to make a report constitutes an offence and as a consequence could lead to the school being removed from the register of independent schools. 'Compromise arrangements' cannot apply in this connection.

For further guidance refer to the: DBS Referral Guidance – <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/services/dbs-referrals/>

Legal Framework

We believe this policy relates to the following legislation:

- Children act 1989
- Education Act 2002
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Prevent Duty 2015

Appendix

- Child protection specialist available in Kensington and Chelsea
- Types of Abuse and neglect
- The signs of successful safeguarding arrangements

Appendix 1

Child protection specialists available in Kensington and Chelsea

(If the named individual is not available, please ask for the person covering the post)

- **Kensington and Chelsea Duty Line** – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)
- **For case consultations or Local Authority Designated Officer referrals, please contact the following:**

- ***Sarah Stalker (CSE Lead)***

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: sarah.stalker@rbkc.gov.uk

- ***Rupinder Virdee***

Family Support and Child Protection Adviser

Mobile: 07989 155 271

Email: rupinder.virdee@rbkc.gov.uk

- ***Angela Clayton***

Family Support and Child Protection Adviser (Wednesday to Friday)

Mobile: 07807 159 907

Email: angela.clayton@rbkc.gov.uk

- ***Sarah Mangold***

Tri-borough Safeguarding Practice Lead

Mobile: 07984 016 841

Email: sarah.mangold@rbkc.gov.uk

- **For LADO consultations and referrals please contact the duty Child Protection Adviser on:**

- Telephone: 020 7361 3013

Email: KCLADO.Enquiries@rbkc.gov.uk

- If you cannot reach a duty CP Adviser you can contact:

- ***Kembra Healy***

Safer Organisation Manager and Local Authority Designated Officer (LADO)

Telephone: 07823 532 538

Email: kembra.healy@rbkc.gov.uk

Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education

- ***Hilary Shaw***

Safeguarding and Child Protection Schools and Education Officer

Mobile: 07817 365 519

Email: hilary.shaw@rbkc.gov.uk

- **Marissa Asli**

Safeguarding and Education – Liaison and Training Co-ordinator

Mobile: 07739 315 432

Email: marissa.aslibangura@rbkc.gov.uk

Tri-borough FGM

- **Rochelle-Ann Naidoo**

Tri-borough Senior Practitioner

Telephone: 020 7641 1610

Email: rnaidoo@westminster.gov.uk

Bi-borough PREVENT

- **Contact the local team on:**

- Telephone: 020 8753 5727

Email: prevent@lbhf.gov.uk

Appendix 2

Types of abuse and neglect

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

Physical abuse: 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 adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include

interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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: 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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the www.nspcc.org.uk TES website and also on its own website Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present

this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Appendix 3

The signs of successful safeguarding arrangements

In settings that have effective safeguarding arrangements, there will be evidence of the following:

- Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.
- Leaders and managers have put in place effective safeguarding and staff behaviour policies that are well understood by everyone in the setting.
- Staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.
- Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.
- Written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located.
- A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. There is evidence, where applicable, that staffs have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or

extremism or that they have sought additional advice and support. Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child.

- There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.
- Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staffs are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years section, provider is aware of and implement the requirements of the 'Statutory framework for the Early Years Foundation Stage' when children go missing while in the care of the provider.
- Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.
- Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviour is challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early year's settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.
- Leaders and staff make clear risk assessments and respond consistently to protect young babies, children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development.
- Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staffs respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's and learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.
- Positive behaviour is promoted consistently. Staffs use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the

legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.

- Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.
- There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.
- The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.
- All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.

This policy was adopted at a meeting of

The French Nursery School

Held on:

Date to be reviewed:

Signed on behalf of the management
committee:

Name of signatory:

Role of signatory:
