

# Selly Oak Nursery School



At Selly Oak Nursery School our aim is to create a stimulating, healthy, happy, secure and inclusive environment which will promote the independent learning process for all

## **SAFEGUARDING AND CHILD PROTECTION POLICY 2017-2018**

*Safeguarding - Proactively seeking to involve the whole community in keeping children safe and promoting their welfare.*

*Child Protection - Process of protecting individual children identified as either suffering or at risk of suffering significant harm as a result of abuse or neglect and is a central part of safeguarding and promoting welfare.*

### **At Selly Oak Nursery School we follow:**

- The Model Child Protection Policy for Schools and Education Services March 2014 provided by Birmingham City Council
- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's prevent strategy.

**THIS POLICY WAS ADOPTED BY THE GOVERNING BODY OF SELLY OAK NURSERY SCHOOL AND IS REVIEWED ANNUALLY**

**SIGNED \_\_\_\_\_ DATE \_\_\_\_\_**

**O DRIVE/POLICIES/SAFEGUARDING AND RELATED POLICIES/GUIDANCE**

## RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

**Article 3** - The best interests of the child must be a top priority in all things that affect children.

**Article 4** - Governments must do all they can to make sure every child can enjoy their rights.

**Article 8** - Governments must respect and protect every child's right to an identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been denied part of their identity illegally, governments must act quickly to protect and assist the child to re-establish their identity.

**Article 9** - Children must not be separated from their parents unless it is in the best interests of the child (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10** - Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

**Article 11** - Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

**Article 19** - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 22** - If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

**Article 25** - If a child has been placed away from home (in care, hospital or prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

**Article 26** - Governments must provide extra money for the children of families in need.

**Article 27** - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

**Article 29** - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 33** - Governments must protect children from the use of illegal drugs.

**Article 34** - Governments must protect children from sexual abuse and exploitation.

**Article 35** - Governments must ensure that children are not abducted or sold.

**Article 36** - Governments must protect children from all other forms of bad treatment.

**Article 39** - Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

**Article 41** - If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

**Article 42** Governments must make the Convention known to children and adults.

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## PART ONE: SAFEGUARDING POLICY

### 1. INTRODUCTION

1.1 Safeguarding is defined as -

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances by accessing services as early as possible.

1.2 **Selly Oak Nursery School** is committed to safeguarding and promoting the welfare of all its **children**. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in centre;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs - a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 **Selly Oak Nursery School** will fulfil its local and national responsibilities as laid out in the following documents:-

- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education: Statutory guidance for schools and colleges \(DfE\) SEPT 2016](#)
- [The Procedures of Birmingham Safeguarding Children Board](#)
- [The Education Act 2002 s175](#)
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)
- [Sexting In Schools and Colleges-responding to incidents and safeguarding young people \(UKCCIS\)2016](#)

### 2. OVERALL AIMS

2.1 This policy will contribute to safeguarding our **children** and promoting their welfare by:

- Clarifying standards of behaviour for staff and **children**;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging **children** and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their **children** face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks **children** face of being exposed to violence, extremism, exploitation, or victimisation

- 2.2 This policy will contribute to supporting our **children** by:
- Identifying and protecting the most vulnerable
  - Identifying individual needs where possible; and
  - Designing plans to meet those needs.
- 2.3 This policy will contribute to the protection of our **children** by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with **children**, parents and agencies

### 3. KEY PRINCIPLES

3.1 These are the key principles of safeguarding, as stated by Birmingham Safeguarding Children Board:

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

3.2 In addition the Board has identified the following key safeguarding messages for schools.

- Every child is entitled to a rich and rounded curriculum.
- Schools operate with public money: this should be spent wisely, targeting resources on the evidenced needs of children at school now. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

### 4. KEY PROCESSES

4.1 All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board in [Right Service Right Time](#), and [Early Help](#).

### 5. EXPECTATIONS

5.1 All staff and visitors will:

- Be familiar with this safeguarding policy;
- Understand their role in relation to safeguarding
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be involved, where appropriate, in the implementation of individual education programmes, Early Help Assessments and support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Leads **Yvonne James**, Deputies **Laura Foster** and **Emma Wilson**. OSC Leads are **Josie Baxter** and **Rebecca Evans**
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible;

5.2 All staff will receive Safeguarding and Child Protection training and update briefings as appropriate. Key staff will undertake more specialist child protection training as agreed by the Governing Body.

### 6. THE DESIGNATED SAFEGUARDING LEAD

- 6.1 Our Designated Safeguarding Lead on the senior leadership team are **Yvonne James** and **Laura Foster**; and in their absence **Emma Wilson**. OSC Leads are **Josie Baxter** and **Rebecca Evans**

- They have lead responsibility and management oversight and accountability for child protection and will be responsible for coordinating all child protection activity.
- 6.2 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.
- 6.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher .
- 6.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- 6.5 Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 6.6 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- 6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 6.8 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 6.9 If a **children** moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from **nursery** to primary schools. We will record where and to whom the records have been passed and the date.
- 6.10 If sending by post **children** records will be sent by "Special/Recorded Delivery". For audit purposes a note of all **children's** records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.11 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.( **Not Applicable**)
- 6.12 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support. (**Not Applicable** )
- 6.13 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 6.14 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

## 7. THE GOVERNING BODY

7.1 The Governing Body are the accountable body for ensuring the safety of the school

7.2 The governing body will ensure that:

- The school has a combined safeguarding and child protection policy in accordance with the procedures of Birmingham Safeguarding Children Board;
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Head Teacher/Principal and all other staff who work with children undertake training on an annual basis with additional updates as necessary;

- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

7.3 The governing body reviews its policies/procedures annually

7.4 The Nominated Governors for child protection are the school are **Angela Mason and Andy Weatherley**. The Nominated Governors are responsible for liaising with the Head Teacher and Designated Safeguarding Leads over all matters regarding child protection issues. The role is strategic rather than operational - they will not be involved in concerns about individual **children**.

7.5 The Nominated Governors will liaise with the Head Teacher and the Designated Safeguarding Leads to produce an annual report for governors and the local authority.

7.6 The Chair is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

7.7 A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority in the event of allegations of abuse being made against the Head Teacher/Principal.

## **8. A SAFER SCHOOL CULTURE**

### **Safer Recruitment and Selection**

8.1 The school pays full regard to 'Keeping Children Safe in Education'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

8.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of **children**.

8.3 **Yvonne James, Laura Foster, Josie Baxter, Angela Mason and Andy Weatherley** have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

### **Staff support**

8.4 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

8.5 Regular supervision will be offered to DSLs within school, usually half termly and may be extended to other members of staff as deemed appropriate by the school

## **9. OUR ROLE IN THE PREVENTION OF ABUSE**

9.1 We will provide opportunities for **children** to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

9.2 **The Curriculum: The Early Years Foundation Stage 2014 framework**

**The Early Years Foundation Stage (2014) identifies the areas of learning and development for babies and young children up to the end of their reception year in school.**

**As practitioners we plan and support with reference to this document. In particular the area of Personal, Social and Emotional Development promotes children's development of positive self-esteem and wellbeing and encourages children to develop positive relationships with other children, and adults, manage their own behaviour and develop respect of self and others.**

**As adults (practitioners and parents alike) we have a responsibility to promote positive behaviour and demonstrating these in our day to day interactions with our youngest citizens. By acting as good role models children will learn how to be strong and will positively contribute to our community and the wider society as they grow into adulthood.**

9.3 Relevant issues will be addressed through other areas of the curriculum, for example, **group times**. Also parents will be supported to develop their own knowledge and understanding and skills in areas such as e-safety and bullying etc.

- 9.4 All our policies which address issues of power and potential harm, for example equal opportunities, Care and Control, behaviour, will be linked to ensure a whole school approach.
- 9.5 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that **children** are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## 10. SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO RADICALISATION

- 10.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 10.2 Selly Oak Nursery School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 10.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Selly Oak Nursery School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.
- 10.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.
- 10.5 Selly Oak Nursery School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- Risk reduction**
- 10.6 The school Governors, the Head Teacher and the Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 10.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.
- Response**
- 10.8 With effect from 1<sup>st</sup> July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.
- 10.9 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 4.
- 10.10 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Selly Oak Nursery School is Yvonne James. The responsibilities of the SPOC are described in Appendix Five.



- 10.11 Staff of Selly Oak Nursery School will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.
- 10.12 Selly Oak Nursery School will monitor online activity with the school to ensure that inappropriate sites are not accessed by children or staff. This is best done by the use of specialist online monitoring software, which in this school is called Policy Central.
- 10.13 When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC, and to the Designated Safeguarding Leads if this is not the same person.
- 10.14 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

#### **Channel**

- 10.14 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
  - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
  - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- 10.15 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- 10.16 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

### **11. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING.**

- 11.1 Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 11.2 Our **school** keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 11.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- 11.4 Our school works with and engages our families and communities to talk about such issues,
- 11.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 11.6 Our Designated Safeguarding Leads know where to seek and get advice as necessary.
- 11.7 Our school brings in experts and uses specialist material to support the work we do.

### **REPORTING OF FEMALE GENITAL MUTILATION**

- 11.8 With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.
- 11.9 When a teacher at Selly Oak Nursery School has reasons to suspect that an act of FGM has been carried out on a pupil/ students/he will discuss the situation with the Designated Safeguarding Leads,

who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

## **CHILDREN WHO GO MISSING FROM EDUCATION**

- 12.1 A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil / student goes missing for an extended period, or on repeat occasions.
- 12.2 The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register because s/he -
- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
  - Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
  - Displaced as a result of a crisis e.g. domestic violence or homelessness
  - Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
  - Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
  - Has been permanently excluded.

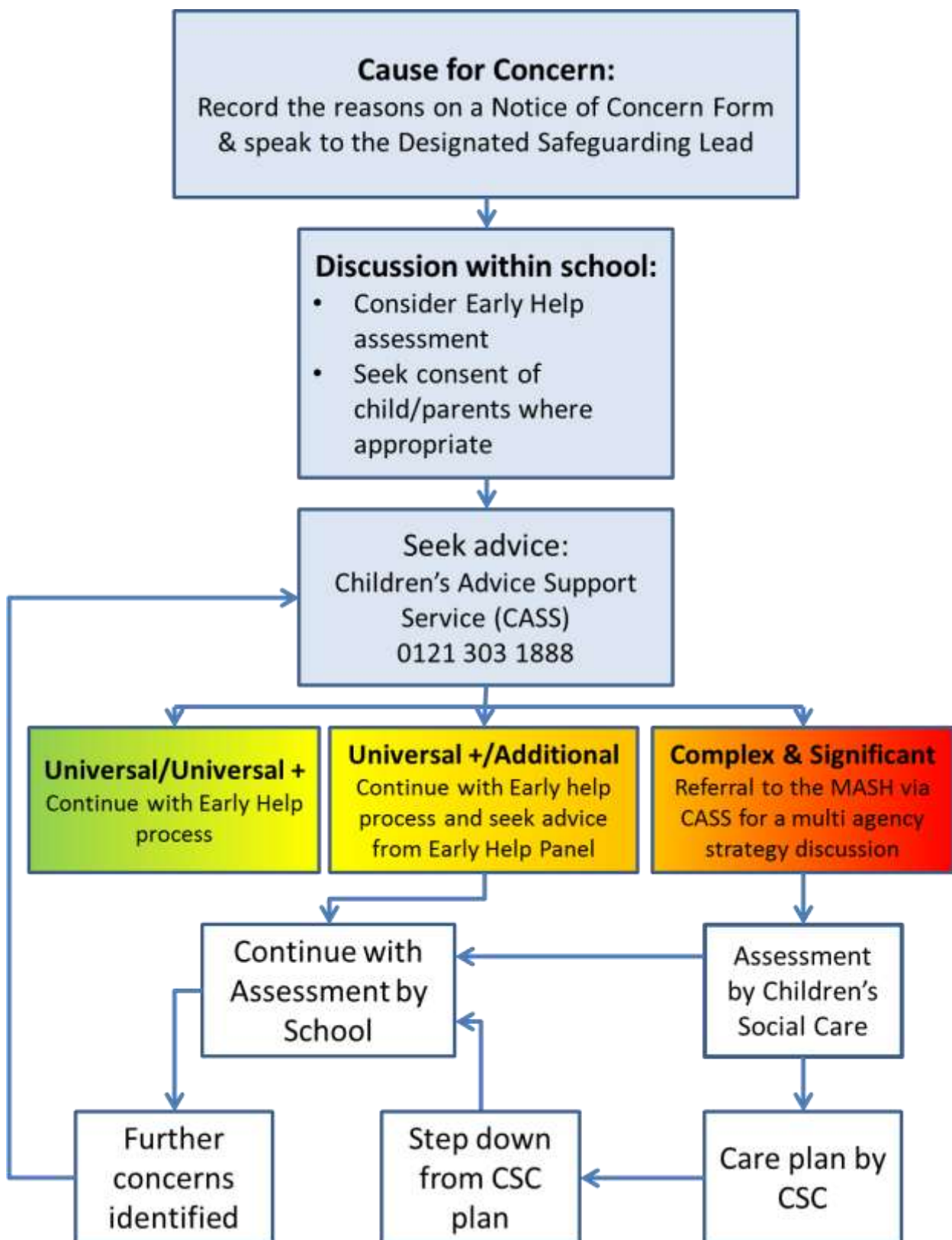
## **13. WHAT WE DO WHEN WE ARE CONCERNED**

- 13.1 Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
- 13.2 In this situation, we will utilise the Right Services Right Time (RSRT) model to consider the needs of the family and in discussion with the parent and the young person (as far as possible) -
- The DSL may decide to:
- Monitor the situation after taking appropriate action to address the concerns.
  - Undertake an Early Help assessment to try to meet the needs of the child and family through a multi-agency approach.
  - Seek advice from the Children's Advice and Support Service (CASS) formerly known as MASH Front door so that a strategic overview can be maintained and any themes or common factors can be recognised.
  - Notify Children's Social Care via a request for a support form to CASS.
- 13.3 If it is felt the child's needs fall into the RSRT categories of Universal + of Additional Need the DSL will also offer and seek advice about undertaking an early help assessment and consider, if this does not have an impact on the situation making a referral to children's social care. The local Early Help Panel can assist us.

Our local Early Help Panel is: [EHPHallGreenSellyOak@birmingham.gov.uk](mailto:EHPHallGreenSellyOak@birmingham.gov.uk)

Postcode checker can be found on [O drive/safeguarding/early help](#)

- 13.4 If the concerns about the child are deemed complex and significant meeting the criteria within RSRT, they will be referred to the CASS. This includes concerns about a child who is affected by the behaviour of a parent or other adult in their household.



#### **14. INVOLVING PARENTS / CARERS**

- 14.1 In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 14.2 Parents / carers will be informed about our safeguarding policy through:  
*school prospectus, induction sessions, policy sharing, website, newsletter, noticeboard )*

#### **15. MULTI-AGENCY WORK**

- 15.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Children's Advice Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.
- 15.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings. When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school held data and intelligence to the discussion so that the best interests of the child are met.
- 15.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- 15.4 Where a child is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

#### **16. OUR ROLE IN SUPPORTING CHILDREN**

- 16.1 We will offer appropriate support to individual children who have experienced abuse , who have abused others (child on child abuse) or who act as Young Carers in their home situation.
- 16.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- 16.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the **school's** community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 16.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

#### **17. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

*See also Birmingham Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#).*

- 17.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child; or
  - Behaved in a way that indicates s/he is unsuitable to work with children.
- 17.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.
- 17.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

- 17.3.1 Allegations or concerns about staff, colleagues and visitors must be reported direct to the Head Teacher who will liaise with the LA Designated Officer Team in Children's Social Care who will decide on the action required
- 17.3.2 If the concern relates to the Head Teacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Local Authority Designated Officer Team in children's social care and they will decide on any action required.
- 17.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Local Authority LADO team. 0121 675 1669

## **18. CHILDREN WITH ADDITIONAL NEEDS**

- 18.1 Selly Oak Nursery School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.
- 18.2 When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

## **19. CHILDREN IN SPECIFIC CIRCUMSTANCES PRIVATE FOSTERING**

- 19.1 Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.
- 19.2 The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.
- 19.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include -
- Children who need alternative care because of parental illness;
  - Children whose parents cannot care for them because their work or study involves long or antisocial hours;
  - Children sent from abroad to stay with another family, usually to improve their educational opportunities;
  - Unaccompanied asylum seeking and refugee children;
  - Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
  - Children staying with families while attending a school away from their home area.
- 19.5 There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory
- Other Specific Circumstances**
- 19.6 Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's procedures as listed below:

[Bullying](#)

[Children Missing from Care, Home and Education](#)

[Children and Families that Go Missing](#)

[Child Sexual Exploitation](#)

[Domestic Violence and Abuse](#)

Drugs inc [Children of Parents who Misuse Substances](#)

[Fabricated or Induced Illness](#)

Faith Abuse and [Honour Based Violence](#)

Violence Against Women and Girls

[Female Genital Mutilation](#)

[Forced Marriage](#)

[Children Affected by Gang Activity](#)

[Children of Parents with Mental Health Problems](#)

[Children Living away from Home](#)

[Children of Parents with Learning Difficulties](#)

[Disabled Children](#)

[E-Safety - Children Exposed to Abuse through the Digital Media](#)

[Peer Abuse - Children and Young People who Abuse Others](#)

[Sexually Harmful Behaviour](#)

[Trafficked Children](#)

[Underage Sexual Activity](#)

[Safeguarding Children and Young People against Radicalisation and Violent Extremism](#)

**SELLY OAK NURSERY SCHOOL HAS ADOPTED AND ADHERES TO THE POLICIES AND PROCEDURES OF BIRMINGHAM CITY COUNCIL AND BIRMINGHAM SAFEGUARDING CHILDREN BOARD.**

**THE FOLLOWING SAFEGUARDING RELATED POLICIES CAN BE FOUND IN THE SAFEGUARDING FILES**

1. Safeguarding/Information Sharing 2015/Escalation policy/Position of Trust/Working Together to Safeguard Children 2015/Keeping Children Safe In Education 2015/No Platform for Extremism Policy
2. Child Protection/What to do if you're worried a child is being abused 2015/Peer Abuse Policy
3. Safer Recruitment/Staff Induction Procedures
4. BCC Code of Conduct for teachers and support staff
5. Special Educational Needs Policy
6. Quality, Diversity and Community Cohesion Policy
7. Attendance Policy / Register marking codes
8. Whistle Blowing Policy
9. Home Visit Policy
10. Behaviour and Anti Bullying Policy
11. Personal Care Policy
12. Medical Needs Policy
13. Emergency Procedures when a child is not collected from School/Missing Child Policy/ Looked after Children
14. Data Protection Policy / Fair Processing of Information
15. Freedom of Information
16. Record Keeping Policy- See separate file
17. Confidentiality Policy
18. Health and Safety Policy - See separate file
19. E Safety Policy/Mobile Phone and Camera Policy
20. Sun Safety Policy
21. Risk Assessment Procedures
22. Security/Door policy
23. First Aid Policy/Training/Needle stick Injuries policy
24. Care and Control Policy

**OTHER SCHOOL RELATED POLICIES**

<p>Allegations against staff          Behaviour Policy          British Values Statement          Code of Practice for Governors          Critical Incident Management Plan          Dignity at Work Policy          Educational visits Policy          Emergency Procedures When a Child Is Not Collected          Escalation Policy          Legionnaires' disease Policy</p>	<p>Emergency Procedures When a Child Is Not Collected          Escalation Policy          Legionnaires' disease Policy          No Platform for Extremism Policy          Position of Trust Policy/Procedures          School Asbestos plan          Spiritual, Moral, Social and Cultural Development Policy          Misconduct Policy</p>
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**DEFINITIONS AND INDICATORS OF ABUSE**

**1. NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

**2. PHYSICAL ABUSE**

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;



- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### 3. SEXUAL ABUSE

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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;

- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### 4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

#### 5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways - as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

## **6. RESPONSES FROM PARENTS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **7. DISABLED CHILDREN**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Immediately afterwards**

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

PROCEDURES FOR DEALING WITH DISCLOSURES - THE 5 STAGES

N.B. The role of the school is to establish whether there is a child protection concern. Schools must not investigate.

**RECEIVE:** Listen, remain neutral, and accept what the child says.

**REASSURE:** Stay calm, assure the child that they have done the right thing, don't make promises (including promises on confidentiality), try to alleviate feelings of guilt and shame, empathise with the child.

**REACT:** Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL, try to see the matter through.

**RECORD:** Make notes asap and use child's actual words where possible, keep notes safe, be objective.

**SUPPORT:** Create space and time for child throughout and after the process, get support for yourself.

**EXAMPLES OF OPEN QUESTIONS**

- ✓ Has something happened to you?
- ✓ Can you tell me what happened?
- ✓ What do you mean?
- ✓ Where did it happen?
- ✓ When did it happen?
- ✓ Was anyone else there?
- ✓ Can you tell me about it in your own words?

As soon as you put a time, place or an emotion into a question it becomes a leading question.

**Examples of leading questions that you should NEVER USE**

- ✗ Was it your dad that hit you? (or some other named person)
- ✗ Does your brother bully you? (or some other named person)
- ✗ Did it happen at home? (or some other named place)
- ✗ So that must have upset/hurt

**Procedure for staff**

1. Complete a Child Protection Report Form . The DSL will log this in the incident log book (kept in the HT's office).
  - a. Recording should be verbatim (by the staff member NOT the child) using the actual words of the child and noting any questions the child asks.
  - b. Note dates, time, who was present, anything factual about the child's appearance
  - c. If possible use a silent witness to record clearly and verify

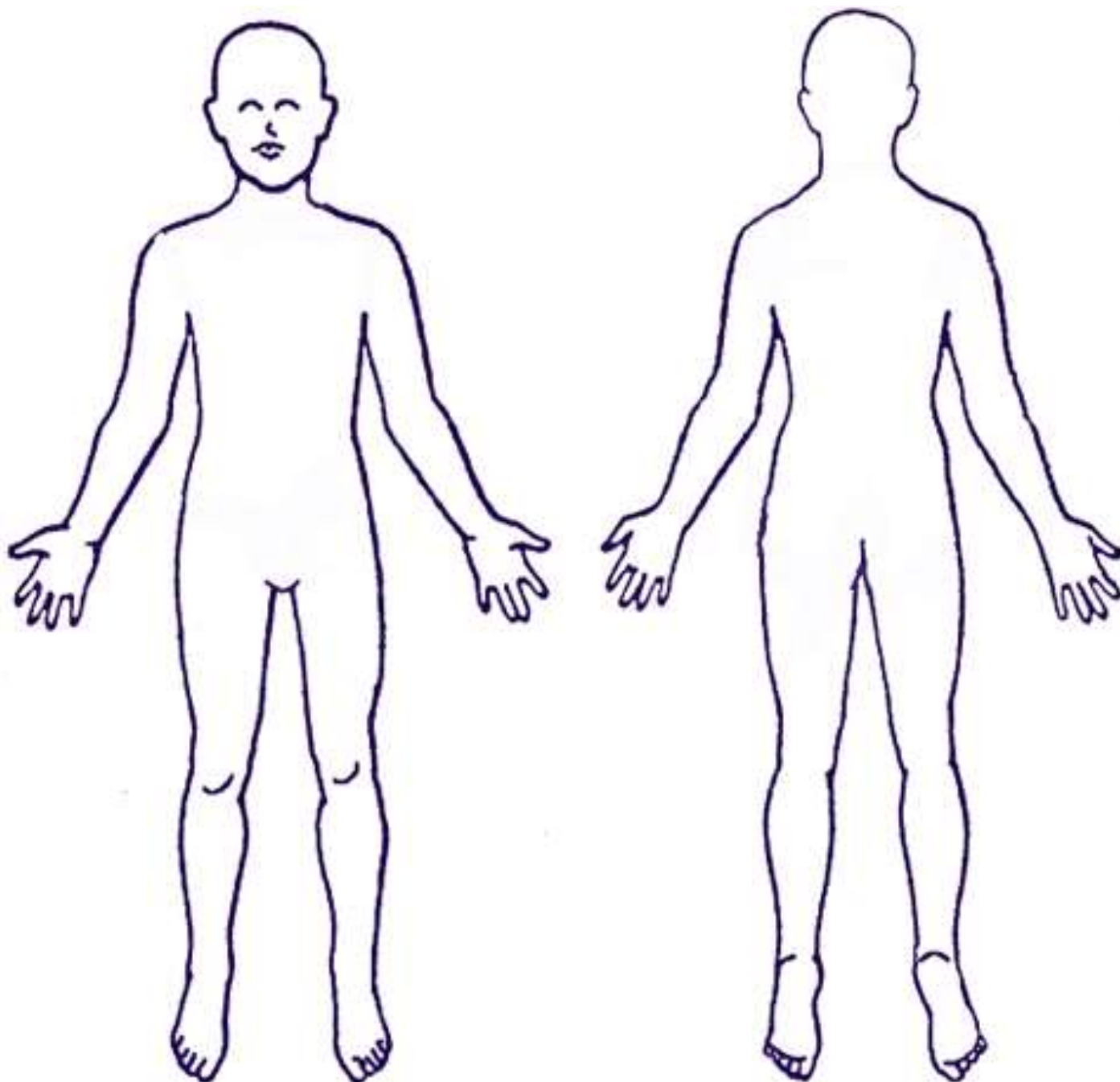
- d. Check notes with the child.
- e. Sign and date the notes.
2. Inform the DSL (in her absence, one of the deputy DSLs), to confirm what action needs to be taken.
3. If no further action is agreed, record discussion and reasons for not pursuing, and agree any follow up with own and other agencies.
4. If further action is agreed,
  - Contact Social Services and share information and concerns.
  - Social services will check the Child Protection Register.
  - Social Services and the Police will conduct any further investigation in consultation with medical services, and advise school of their decision.
  - We may be asked to undertake further tasks, including attending a Child Protection Conference / Core Group Meeting convened by Social Services.
5. Continue to do everything possible to support the child in school.

**Chronology Body Map**

Child's Name:		Class:
Date of Birth:	Address:	

This form must be added to each time an injury is noted on the child by shading and dating the injured area on the body map. Then on page 2 add a very brief description of the injury, the date, bound book reference number and signature of the Designated Safeguarding Lead. Any possible child protection or safeguarding concerns must be:

- Reported immediately by the person noting the concern.
- Record the facts and do not make judgements. Record dates, times, places, actual words, what was observed, who was present and questions asked on a new Notice of Concern Form.



1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
  - **Emotional**  
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls, texts, images via social media, sexual assault and rape.
  - **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher/Principal should be informed immediately. The Head Teacher/Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher/Principal should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher/Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows -
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher/Principal will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
  - If the Head Teacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Birmingham Safeguarding Children Board.
5. Where the allegation is against the sole proprietor the referral should be made to the LADO team directly.

## INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. **Children** may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that **school** staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis - the **child/ children** may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances - migration; local community tensions; and events affecting the **children's** country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;



- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need - **child /children** may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

IF ADVICE IS NEEDED PLEASE CONTACT

- Jon Needham 0121 303 2590
- CTU James Somers 0345 113 5000 x 78496935 Mobile 07920 861163
- MASH 0121 303 1888

**ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for **Selly Oak Nursery School** is **Yvonne James**, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting **children** from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing **children** from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **Selly Oak Nursery School** in relation to protecting **children** from radicalisation and involvement in terrorism;
- Monitoring the **effect in practice of how the centre** promotes community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting **children** from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to **children** who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable **children** into the Channel\* process;
- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- \* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
  - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and reduce vulnerability.
  - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

**Selly Oak Nursery School Safeguarding Prevention and Awareness Guidance APPENDIX 8**

Aspects for Staff at Selly Oak Nursery School to be aware of during induction, home visits and throughout the academic year. Use your professional judgement and the aspects below to identify signals of concern. Any aspects/concerns must be recorded using the school's safeguarding record of concern document and brought to the DSLs immediately. Record all concerns you have about anyone you come into contact with. They may be a younger/elder sibling, family member, friend, member of staff. If you have a concern record and report.

Safeguarding Aspects	Identifying Factors
Neglect	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Child may be tired, hungry or unclean,</li> <li>• Neglect may occur during pregnancy as a result of maternal substance abuse.</li> <li>• Parent/carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>• Parent/carer failing to protect a child from physical and emotional harm or danger;</li> <li>• Parent/carer failing to ensure adequate supervision (including the use of inadequate care-givers);</li> <li>• Parent/carer failing to ensure access to appropriate medical care or treatment.</li> <li>• Neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>• Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</li> <li>• Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.</li> <li>• Age or developmentally inappropriate expectations being imposed on children. 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)</li> <li>• Seeing or hearing the ill-treatment of another.</li> <li>• Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.</li> <li>• All types of maltreatment of a child, although it may occur alone.</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</li> <li>• Parent/ carer fabricate the symptoms of, or deliberately induce, illness in a child.</li> </ul>
Sexual	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</li> </ul>
Abuse in Relationships/	<ul style="list-style-type: none"> <li>• Anxiety, depression, withdrawn, low self esteem</li> <li>• Easily startled</li> <li>• Difficulty sleeping - experiencing nightmares or flashbacks - wetting the bed</li> </ul>

Domestic Violence	<ul style="list-style-type: none"> <li>• Aggression and temper tantrums</li> <li>• Display a range of emotions; angry, guilty, insecure, alone, frightened, powerless or confused.</li> <li>• Behave younger than they are</li> <li>• Self-harming - eating disorder</li> <li>• Ambivalent feelings towards both the abuser and the non-abusing parent</li> </ul> <p><i>Remember abuse in relationships can happen to male members of the family as well as females</i></p>
Bullying	<ul style="list-style-type: none"> <li>• Low self-esteem and wellbeing</li> <li>• Irritability or anxious</li> <li>• Changes in mood</li> <li>• Unwillingness to go to school/ go home</li> <li>• Feeling unwell, often with a headache</li> <li>• Aggressive (physical and verbal)</li> <li>• Bedwetting or waking in the night</li> <li>• Missing or damaged belongings</li> <li>• Self-harm</li> </ul>
Child Sexual Exploitation	<ul style="list-style-type: none"> <li>• Going missing for periods of time or regularly coming home late;</li> <li>• Regularly missing school or education or not taking part in education</li> <li>• Appearing with unexplained gifts or new possessions;</li> <li>• Associating with other young people involved in exploitation;</li> <li>• Having older boyfriends or girlfriends;</li> <li>• Suffering from sexually transmitted infections;</li> <li>• Mood swings or changes in emotional wellbeing;</li> <li>• Drug and alcohol misuse; and</li> <li>• Displaying inappropriate sexualised behaviour.</li> <li>• Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.</li> </ul>
Child Trafficking	<ul style="list-style-type: none"> <li>• Moved from one place to another - achieved by threat, force, coercion, abduction</li> <li>• Threats to harm family members based on factual knowledge; For example - I know where your mother lives/where your sister goes to school.</li> <li>• Threats to place incriminating or embarrassing material on the internet;</li> <li>• Threats of owing a large amount of money and must work to pay it off</li> <li>• Confiscating identity documents;</li> <li>• Socially isolated or locked up</li> </ul>
E-Safety	<ul style="list-style-type: none"> <li>• Access and exposure to inappropriate /disturbing images, video, songs and content</li> <li>• Access and exposure to racist or hate material</li> <li>• Access to games, programmes and films unsuitable for their age group</li> <li>• Being encouraged to take part in violent behaviour such as 'happy slapping' and 'sexting'</li> <li>• Physical harm to young people in making video content, such as enacting and imitating stunts and risk taking activities</li> <li>• <b>Cyber bullying, Cyber stalking, Online grooming, Identity Theft, Spam &amp; Viruses</b></li> </ul>
Faith/Belief Abuse	<ul style="list-style-type: none"> <li>• This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation.</li> </ul> <p><i>Remember this is not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. Not confined to one faith, nationality or ethnic community.</i></p>
FGM Female Genital Mutilation	<p>Prevention:</p> <ul style="list-style-type: none"> <li>• The family belongs to a community which practices FGM</li> <li>• The family are making plans to go on holiday / requested extended leave from school</li> <li>• Visits to UK from female family elders</li> <li>• Disclosure from older family members</li> <li>• Disclosure about a forthcoming special celebration or becoming a woman</li> <li>• Their own mother or other siblings have had FGM</li> </ul> <p>Awareness:</p>

	<ul style="list-style-type: none"> <li>• Absence from school (prolonged or repeated)</li> <li>• Difficulty sitting, walking, standing</li> <li>• Urinary/medical problems</li> <li>• Spending longer than normal toileting</li> <li>• Changes in behaviour eg withdrawn/anxious</li> </ul> <p><i>Remember FGM procedures happen in UK as well as abroad, Predominantly age for FGM is 5-8 years of age, however it can be newborn, during childhood, adolescence, marriage, first pregnancy</i></p>
Forced Marriage	<ul style="list-style-type: none"> <li>• Absence, persistent absence or being withdrawn from school by those with parental responsibility. Request for extended leave of absence, failure to return from visits to country of origin or other siblings within the family reported missing</li> <li>• Fear about forthcoming school holidays</li> <li>• Decline in behaviour, engagement, performance or punctuality</li> <li>• Removal from a day centre of a person with a physical or learning disability</li> <li>• Prevented from going on to further/higher education or extra-curricular activities</li> <li>• Sudden announcement of engagement to a stranger</li> <li>• Family disputes, surveillance by family members, accompanied to doctors or clinics</li> <li>• Self harm/attempted suicide, Eating disorder, Depression/ Isolation, Substance misuse or Self harm or suicide of siblings</li> <li>• Siblings forced to marry</li> <li>• Death of a parent</li> </ul>
Gang Activity	<ul style="list-style-type: none"> <li>• Low parental supervision, attachment and expectation</li> <li>• Low achievement in school, poor attendance, hard to reach family</li> <li>• Antisocial behaviour and bullying</li> <li>• Family members involved with or associated with gangs</li> <li>• Presence of gangs in the community</li> <li>• Community norms that tolerate crime</li> <li>• Local tensions between ethnic/cultural/religious gangs</li> <li>• Known gang recruitment at school/local feeder schools</li> <li>• High level of local crime including drugs</li> <li>• Ownership and discussions about using weapons</li> <li>• Early dating and precocious sexual activity</li> </ul>
GBV/VAWG Gender Based Violence/ Violence Against Women and Girls	<ul style="list-style-type: none"> <li>• Any physical, mental, or social abuse committed on the basis of the victim's gender</li> <li>• Unequal power relations between men and women - passive &amp; submissive/forceful and aggressive</li> <li>• Abuse based on gender roles, or perceived as deviating from their roles as men (for example, as can be seen with violence against gay men)</li> <li>• Sexual and domestic violence, FGM and male genital mutilation, forced marriage, and widow killings.</li> </ul>
Homophobia	<p>Prejudiced actions against <a href="#">lesbian</a>, <a href="#">gay</a>, <a href="#">bisexual</a>, and <a href="#">transgender</a></p> <ul style="list-style-type: none"> <li>• Negative verbal remarks, name calling or stereotyping</li> <li>• Avoidance of person or group by omission or exclusion</li> <li>• Discrimination refusal of engagement, service or denial of opportunity</li> <li>• Physical Attack or threat of physical violence</li> <li>• Extermination, mass assassination, genocide</li> </ul>
Mental Health	<ul style="list-style-type: none"> <li>• Being anxious and irritable</li> <li>• Being depressed (having a low mood for a long time)</li> <li>• Finding it difficult to concentrate or remember things</li> <li>• Sleeping less or too much</li> <li>• Feeling changes in your mood</li> <li>• Finding it difficult to manage everyday life (for example, preparing food, washing regularly)</li> <li>• Becoming suspicious and paranoid</li> <li>• Changing how you behave around people (for example, becoming isolated and withdrawn)</li> <li>• Having suicidal thoughts</li> </ul>

	<ul style="list-style-type: none"> <li>• Believing that your family and/or friends want to do you harm</li> <li>• Believing that people or organisations are out to get you</li> <li>• Experiencing hallucinations (sensing things that other people do not - this can include seeing and hearing things)</li> <li>• Believing that you have special powers or are on a mission.</li> <li>• Excessive spending and/or problems managing your money</li> </ul>
Private Fostering	<ul style="list-style-type: none"> <li>• Local Authority unaware of private fostering arrangement</li> <li>• Carer, accommodation and arrangements unsuitable or unsafe</li> <li>• Child is unsafe safe - their needs are not being met.</li> <li>• Child displays low levels of wellbeing and self-esteem</li> </ul> <p><i>Remember a private foster carer does not have parental responsibility for the child but is responsible for providing day to day care of the child in a way which will promote &amp; safeguard their welfare. Overarching responsibility for safeguarding &amp; promoting the welfare of the child remains with the parent/s.</i></p>
Radicalisation / Terrorism	<ul style="list-style-type: none"> <li>• Possession or exposure of violent extremist literature, images, leaflets, magazines</li> <li>• The family members are making plans to go on holiday trip abroad to fight</li> <li>• Absence from school/work (prolonged or repeated)</li> <li>• Behavioural changes, withdrawn, angry outbursts</li> <li>• Challenging authority</li> <li>• Other influences other than parents</li> <li>• Disclosure of extremist views;</li> <li>• Use of inappropriate language;</li> <li>• Advocating violent actions</li> <li>• Seeking to recruit others to an extremist ideology</li> </ul>
Safety in Home	<p>This may be identified during a home visit or a disclosure from a child.</p> <ul style="list-style-type: none"> <li>• Serious or frequent accidents happening in the home.</li> <li>• Stairs (gates if young children present), Lighting lose not fitted correctly, Fire and Heaters without guards, Broken or damaged items, Windows (damaged or left open at height), Flooring (trips/falls), Drive way slip/trip, Flexes out, Cookers and Cooking equipment within reach, Iron/Hot drinks/lighters/matches at reach, Cleaning Products/Medicines at Reach, Garden tools at reach, No smoke detectors, Alcohol/drugs/cigarettes out and available,</li> </ul>
Substance Msuse	<ul style="list-style-type: none"> <li>• Access to drugs or drugs paraphernalia within the home, for example tablets, needles etc.</li> <li>• The use of alcohol and/or some drugs can act as a disinhibitor that allows violence to surface or lowers tolerance levels.</li> <li>• Exposed to a number of strangers within the home who may be potentially dangerous to the child.</li> <li>• Chemical dependence for the child when s/he is born and/or other associated health risk factors.</li> <li>• Neglect, disruption to the child's education or poor school attendance.</li> <li>• Inadequate supervision at home. No clear boundaries between family roles with the child assuming a parental role.</li> <li>• Health appointments for the child are not kept or appropriate advice is not sought for any health problems the child may be experiencing.</li> </ul>

**Keeping Children Safe in Education - Safeguarding Advice for Parents/Carers**

There are many websites offering help and support to keep you and your family safe. The following websites are for adult support and not to be used by children unsupervised. If you have any concerns regarding these areas or need advice for a friend/family member please click on the link:

<b>Concern</b>	<b>Websites</b>
Abuse in Relationships/ Domestic Violence	<a href="http://thisisabuse.direct.gov.uk/">http://thisisabuse.direct.gov.uk/</a> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/318232/RespectWashroomPoster.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/318232/RespectWashroomPoster.pdf</a>
Bullying	<a href="http://www.kidscape.org.uk/#">http://www.kidscape.org.uk/#</a>
Bullying - Children with Special Educational Needs and Disabilities	<a href="http://www.cafamily.org.uk/media/721109/caf_bullying_guide_9_may_2014_web.pdf">http://www.cafamily.org.uk/media/721109/caf_bullying_guide_9_may_2014_web.pdf</a>
Car Safety	<a href="http://www.childcarseats.org.uk/">www.childcarseats.org.uk/</a>
Child Abuse	<a href="http://www.nspcc.org.uk/help-and-advice/for-parents-and-carers/guides-for-parents/worried-about-a-child/worried-about-a-child-english-pdf_wdf90895.pdf">http://www.nspcc.org.uk/help-and-advice/for-parents-and-carers/guides-for-parents/worried-about-a-child/worried-about-a-child-english-pdf_wdf90895.pdf</a>
Child Abuse Concerned about a child	<a href="http://www.birmingham.gov.uk/concerned">http://www.birmingham.gov.uk/concerned</a>
Child Sexual Exploitation	<a href="http://www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/downloads/underwear-rule-guide-for-children_wdf97118.pdf">http://www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/downloads/underwear-rule-guide-for-children_wdf97118.pdf</a>  <a href="http://www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html">http://www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html</a>  <a href="http://www.seeme-hearme.org.uk/">http://www.seeme-hearme.org.uk/</a>
Children's Centre (offering local help and support to parents)	<a href="http://www.surestartsparkbrook.bham.org.uk/index.php?option=com_content&amp;view=article&amp;id=29&amp;Itemid=34">www.surestartsparkbrook.bham.org.uk/index.php?option=com_content&amp;view=article&amp;id=29&amp;Itemid=34</a>
E safety	<a href="http://www.nspcc.org.uk/help-and-advice/for-parents/guides-and-leaflets/online-safety-checklists/online-safety-checklist-pdf_wdf101283.pdf?utm_source=download&amp;utm_medium=guide&amp;utm_campaign=underwear">http://www.nspcc.org.uk/help-and-advice/for-parents/guides-and-leaflets/online-safety-checklists/online-safety-checklist-pdf_wdf101283.pdf?utm_source=download&amp;utm_medium=guide&amp;utm_campaign=underwear</a>  <a href="http://www.nspcc.org.uk/help-and-advice/for-parents/online-safety/how-to-help/help-child-safe-online_wda99633.html">http://www.nspcc.org.uk/help-and-advice/for-parents/online-safety/how-to-help/help-child-safe-online_wda99633.html</a>
Emergency Housing	<a href="http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223092723209&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;rendermode=live">http://www.birmingham.gov.uk/cs/Satellite?c=Page&amp;childpagename=SystemAdmin%2FCFPageLayout&amp;cid=1223092723209&amp;packedargs=website%3D4&amp;pagename=BCC%2FCommon%2FWrapper%2FCFWrapper&amp;rendermode=live</a>

Fabricated or Induced Illness	<a href="http://www.nhs.uk/Conditions/Fabricated-or-induced-illness/Pages/Symptoms.aspx">http://www.nhs.uk/Conditions/Fabricated-or-induced-illness/Pages/Symptoms.aspx</a>
Female Genital mutilation	<a href="http://bafgm.org/">http://bafgm.org/</a> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300167/FGM_leaflet_v4.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300167/FGM_leaflet_v4.pdf</a>
Forced Marriage	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70154/Forced_Marriage_Unit_what_is_forced_marriage_leaflet.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70154/Forced_Marriage_Unit_what_is_forced_marriage_leaflet.pdf</a>
Gang Culture	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/211573/Advice_to_parents_and_carers_on_gangs_v13_single_page_2_.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/211573/Advice_to_parents_and_carers_on_gangs_v13_single_page_2_.pdf</a> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97861/gang-violence-summary.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97861/gang-violence-summary.pdf</a>
Health (local support)	<a href="http://www.bhamsouthcentralccg.nhs.uk/practices/134-farm-road-health-centre">http://www.bhamsouthcentralccg.nhs.uk/practices/134-farm-road-health-centre</a> <a href="http://www.diabetes.org.uk/In_Your_Area/Midlands/">http://www.diabetes.org.uk/In_Your_Area/Midlands/</a>
Home Alone	<a href="http://www.nspcc.org.uk/help-and-advice/for-parents-and-carers/guides-for-parents/home-alone/home-alone-pdf_wdf90656.pdf">http://www.nspcc.org.uk/help-and-advice/for-parents-and-carers/guides-for-parents/home-alone/home-alone-pdf_wdf90656.pdf</a>
Home Safety	<a href="http://www.rospace.com/homesafety/Info/home-garden-safety-checklist.pdf">http://www.rospace.com/homesafety/Info/home-garden-safety-checklist.pdf</a>
Homophobia (lesbian, gay, bisexual or transgender)	<a href="http://www.safenetwork.org.uk/training_and_awareness/Pages/supporting-lgbt-young-people.aspx">http://www.safenetwork.org.uk/training_and_awareness/Pages/supporting-lgbt-young-people.aspx</a>
Knife and Gun Crime	<a href="http://www.horizoncc.co.uk/wp-content/uploads/2013/11/Guns-and-Knives-Takes-Lives-DL-Leaflet-Unbranded-final.pdf">http://www.horizoncc.co.uk/wp-content/uploads/2013/11/Guns-and-Knives-Takes-Lives-DL-Leaflet-Unbranded-final.pdf</a> <a href="http://www.knifecrimes.org/Parents">http://www.knifecrimes.org/Parents</a>
Mental Health	<a href="http://www.bsmhft.nhs.uk/">http://www.bsmhft.nhs.uk/</a> <a href="http://www.bhamsouthcentralccg.nhs.uk/patient-and-public-engagement/0-25-mental-health-services">http://www.bhamsouthcentralccg.nhs.uk/patient-and-public-engagement/0-25-mental-health-services</a>
Substance Misuse	<a href="http://www.addaction.org.uk/landing.asp?section=93&amp;sectionTitle=What+we+do">http://www.addaction.org.uk/landing.asp?section=93&amp;sectionTitle=What+we+do</a> <a href="http://www.nspcc.org.uk/help-and-advice/worried-about-a-child/online-advice/drug-or-alcohol-misuse/drug-or-alcohol-misuse_wda86306.html">http://www.nspcc.org.uk/help-and-advice/worried-about-a-child/online-advice/drug-or-alcohol-misuse/drug-or-alcohol-misuse_wda86306.html</a>
Teenage Relationship Abuse	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97775/teen-abuse-leaflet.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97775/teen-abuse-leaflet.pdf</a> <a href="http://www.nhs.uk/Livewell/women1839/Pages/Teenrelationshipabuse.aspx">http://www.nhs.uk/Livewell/women1839/Pages/Teenrelationshipabuse.aspx</a>
Terrorism & Radicalisation	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf</a> <a href="http://content.met.police.uk/cs/Satellite?blobcol=urldata&amp;blobheadername1=Content-Type&amp;blobheadervalue1=image%2Fjpeg&amp;blobkey=id&amp;blobtable=MungoBlobs&amp;blobwhere=1283546621584&amp;ssbinary=true">http://content.met.police.uk/cs/Satellite?blobcol=urldata&amp;blobheadername1=Content-Type&amp;blobheadervalue1=image%2Fjpeg&amp;blobkey=id&amp;blobtable=MungoBlobs&amp;blobwhere=1283546621584&amp;ssbinary=true</a>



Our system for maintaining Child Protection Records:

The School uses **My Concern** and all behavior/ minor incidents/CP and Safeguarding incidents are logged and checked by SLT.

All teaching and Out-of-School Club staff have an individual login and password to access My Concern. They are only able to access concerns that they have written themselves.

Staff verbally report any concerns to the DSL's and then log onto My Concern.

Any concerns can be added to if further concerns arise to create an on-going log.

DSL's can grant access to concern logs to key workers if it is appropriate and relevant.

My Concern logs can be sent electronically and securely to receiving Primary Schools.

Logs can also be printed to send onwards.

**N.B Records must be transferred not more than 15 school days after the day when the pupil ceases to be a pupil at the previous school.**

**Both sending School & Receiving School MUST keep a copy of this sheet**

Transfer Records from: School Name Selly Oak Nursery Address 26 Tiverton Road Tel No 0121 472 1700 Name of HT Yvonne James	Transfer Records to:  Tel No: Name of HT:
Name of child	DOB UPN
Parent/Carer 1 Address  New Address (if moving home)  Tel No	Parent/Carer 2 Address (if different)  New Address (if moving home)  Tel No

**NOTE All original documentation in relation to a pupil must be forwarded to receiving school**

Please Tick if included	Document
<input type="checkbox"/>	Pupil Registration Form
<input type="checkbox"/>	Pupil Information Form/Ethnic Monitoring
<input type="checkbox"/>	Medical Form/Plans
<input type="checkbox"/>	CAF Pre Assessment
<input type="checkbox"/>	Vulnerable Case Study
<input type="checkbox"/>	Early Help
<input type="checkbox"/>	SEN and Early Support Plans
<input type="checkbox"/>	IBPs
<input type="checkbox"/>	SEND Records - EHCP
<input type="checkbox"/>	Child Protection Records
<input type="checkbox"/>	Profile
<input type="checkbox"/>	Targets
<input type="checkbox"/>	Curriculum Transfer Document
<input type="checkbox"/>	School Report
<input type="checkbox"/>	Final Child Consultation Form
<input type="checkbox"/>	Attendance print out( up to penultimate week)

**POST** Records sent by \_\_\_\_\_ Recorded delivery \_\_\_\_\_ (date)

**HAND** delivered by \_\_\_\_\_ to \_\_\_\_\_ Primary School

Received by \_\_\_\_\_ on \_\_\_\_\_

CHILD PROTECTION INFORMATION IN SEALED ENVELOPE

**SUMMARY OF CHILD PROTECTION INFORMATION FOR VISITORS AND****VOLUNTEERS**

Selly Oak Nursery School is committed to the highest standards in protecting and safeguarding the children entrusted to our care. Our school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Selly Oak Nursery School in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

Everyone working with our children their parents and carers should be aware that:

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Safeguarding Lead (DSL) immediately
- If the DSL is not available the Head or the Deputy DSL should be contacted.
- Disclosures of abuse or harm from children may be made at any time.

If you have any concerns regarding a child's safety/wellbeing please contact the Designated Senior Lead for Safeguarding. If a child discloses any information report it to the DSL and make a record using the 'Record of Concern' forms.

If you have a child safeguarding concern and would like to speak to the agency directly then contact **CASS** on **0121 303 1888**

If you have a concern about a member of Staff/Head Teacher/Governor and you are unable to speak to the Head Teacher contact the **LADO** team **0121 464 2612** or **0121 675 1669**

The following Nursery School Staff are trained Designated Safeguarding Leads:-



**LEAD Mrs James**  
**Head Teacher**



**DEPUTY Miss Foster**  
**Deputy Head Teacher**



**Mrs Wilson Key Worker**

**OUT OF SCHOOL CLUB**

**DSL 1 JOSIE BAXTER**

**DSL 2 REBECCA EVANS**

+ WHISTLE BLOWING HELPLINE

A Whistle Blowing Helpline for people  
to raise concerns about Child  
Protection

Run by the NSPCC

Open 8am to 8pm Monday to Friday  
Facility to leave a message outside  
opening hours

Contact Number 0800 028 0285