

POLICY AND PROCEDURES
FOR
SAFEGUARDING &
PROTECTING CHILDREN
Grove House Nursery School

Agreed by Governing Body: _____

Regular changes made as notified below:

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1. Introduction and Aims

1. **This document sets out the overarching children's centre policy and procedure to be followed to safeguard children accessing services at or through a children's centre in the London Borough of Ealing. This policy must be made available to all members of the Nursery school and children's centre community in hard copy or electronically.**
2. If the core services at this centre are provided by a number of different organisations for example a school, a voluntary or private sector childcare provider and an externally commissioned service this policy and procedure must act as the overarching guidance for the Children's Centre.
3. All parties should be familiar with its content. If this content is a variance with existing policies which would render this document ineffective the existing policies must be amended in accordance with this document.
4. However, this document does not replace existing agency or single organisation policies, but acts as a shared document to clarify safeguarding roles and responsibilities within a nursery school and children's centre in which a number of different services and organisations deliver services.
5. The staff (and governors where applicable) of the Nursery school and children's centre must recognise their legal duty to safeguard children, including their legal duty to refer concerns of child abuse or neglect to the appropriate investigating agency, and also recognise that this duty of care extends to protecting children from harm and neglect outside the Nursery School and Children's Centre.
6. Children's Centre Advisory Boards must also recognise the importance of supporting the Nursery school and children's centre community in meeting its obligations regarding safeguarding and protecting children. Safeguarding must be a standing item on the agenda.
7. The Nursery school and children's centre aims to follow the procedures set out in Ealing's Child Protection Policies and Procedures (Yellow Book 2014), the London Child Protection Procedures; and (as applicable), The Early Years Foundation Stage, and the DfE's Keeping Children Safe in Education September 2021 and supplementary document: Keeping Children Safe in Education September 2021 (Information for all school and college staff).
8. The Nursery school and children's centre is committed to:
 - a. Raising the profile of Safeguarding and Child Protection, including the need for constant vigilance amongst staff and adults working at the Nursery School and Children's Centre
 - b. Sharing our data protection policies with parents on admission and by publicising these policies
 - c. Establishing and implementing effective procedures for identifying, reporting, and monitoring all concerns about children/families
 - d. Establishing and implementing effective working arrangements to support children in accordance with agreed child protection/child in need plans
 - e. Providing a curriculum and learning environment, which promotes the development of the attitudes and skills children need to keep safe
 - f. Establishing and implementing the recommended procedures for safer recruitment as they apply to staff, students and volunteers
 - g. Ongoing safeguarding training for all colleagues appropriate to their role and level of responsibility including regular attendance of NSP or Centre representative at the Nominated Safeguarding Persons' Network (termly meetings)
 - h. Undertaking an annual safeguarding audit using the safeguarding audit tool; additional reviews may be required following any safeguarding incidents at the centre, however the annual audit must still be carried out.

2. Objectives of the Policy

The objectives of this policy are to:

1. Raise the awareness of everyone working at the Nursery school and children's centre of their duty to act immediately in identifying and reporting concerns about children/families.
2. Clarify roles and responsibilities in relation to safeguarding children.
3. Clarify safeguarding roles and responsibilities for different organisations that deliver services at the same Children's Centre.
4. Set out the procedures for reporting initial concerns and making referrals.
5. Set out the procedures for the ongoing monitoring of children identified to be at risk.
6. Set out the procedures for reporting to and attending child protection meetings.
7. Set out the procedures for safer recruitment including volunteers
8. Set out the procedures for managing allegations against professionals

3. Roles and Responsibilities

Every service or organisation that regularly delivers services to children and families in the nursery school and children's centre must have a dedicated person to act as the lead on all safeguarding children issues. This person would be the Designated Teacher in the school and NSP for other services.

Within each Nursery school and children's centre there must be one NSP for each organisation / provider based in the centre, with the lead NSP being the overall manager or designated member of staff for the Children's Centre.

Ealing's Children's Centres are configured into Locality areas with a lead centre for each locality. The lead centre has an overarching role with the locality and must ensure good communication between NSP's in the Locality.

However, the Designated Lead for safeguarding in the nursery school has the following responsibilities:

The role of the designated safeguarding lead is to:

1. Take the lead in safeguarding all children accessing Nursery school and children's centre services and day care provision.
2. Ensure a named Deputy Designated Safeguarding Lead (DSL) is in place for term time and an NSP during the school holiday periods.
3. Ensure that all staff know how to contact the DSL or their deputy at all times.
4. Ensure the Centre has an induction process for all staff that introduces the Ealing Policy and Procedures for Safeguarding and Protecting Children, and maintains a record of this.
5. Keep up to date with new initiatives and local and national requirements including Child Sexual Exploitation (CSE) and Disclosure by Association.
6. Ensure that Centre staff have regular up to date introduction and refresher Safeguarding and Child Protection training (within two years).
7. Keep their local knowledge of Safeguarding and Child Protection policy and procedures current inline with local guidance (Yellow Book 2014) and Government policy (London Safeguarding Children Guidance blue book.)
8. Provide advice to staff about how to take a concern or complaint forward and keep a record of all communications, date, time and who with (including role/agency) and when this will be reviewed and by whom. Record all reviews.
9. Liaise with local statutory agencies to seek any further advice and guidance as needed and record this.
10. Keep securely following data protection protocols all records of any concerns, discussions, decisions and referrals made, these records must be signed and dated.
11. Keep accurate records for all children on Children In Need (CIN) and Child Protection Plans. Records should include attendance/punctuality monitoring and any other tasks set by the core group.
12. Contribute to and attend case conferences, core groups or strategy meetings as required.
13. Hold an overview of cases involving social care input known to the school and centre.
14. Ensure all staff are inducted and understand their role in local Safeguarding and Child Protection policies and procedures in line with Ealing's Yellow Book 2014.

15. Understand their role and responsibility in identifying and addressing concerns around extremism and radicalisation in accordance with Prevent Duty Guidance for England and Wales 2015¹.

The Designated safeguarding lead (DSL) is responsible for:

All DSLs within the school could be required once made aware of a concern to follow the procedures below. Once actions have been taken a DSL should ensure that the overarching NSP for the Centre/ Locality is aware of the concerns and the actions taken.

1. Reporting immediate concerns, where the child is considered to be at imminent risk of harm to the police by dialling 999.
2. Reporting urgent concerns, including concerns relating to Prevent Duty, immediately to Ealing's Children's Integrated Response Service (ECIRS) :
Tel: (020) 8825 8000
3. Following up your telephone contact with ECIRS in writing. Information can be sent securely via Egress Email: ecirs@ealing.gov.uk. If you cannot initiate an Egress email please ask the ECIRS worker to send you a secure email that you can reply to with your attachments.
4. Taking advice from the local authority Child Protection Advisors, if unsure whether to make a referral, Child Protection Admin: Tel: 020 8825 8930
5. Following the completion of reporting your concerns please notify Clare Welsby Children's Centre Strategic or in her absence Charles Barnard Head of Early Years Childcare and SAFE
6. Discussing concerns with parents, before making referral unless there is a risk of further harm to the child.
7. All allegations made against staff, volunteers, students or governors must be reported:
 - a. To the Local Authority Designated Officer (LADO) who will support The Nominated Safeguarding Lead in following through appropriate procedures and actions (contact details can be found in section 18).
 - b. And if the allegation is against the head/manager/proprietor this must be reported immediately to the LADO as above and to the Chair of Governors, or the next level of the reporting hierarchy (if not a school) and to:
 - i. Ofsted and
 - ii. Schools Human Resources (if applicable)
8. Ensuring information is recorded and appropriate records maintained and stored securely
9. Ensuring records and information are shared with appropriate professionals, in line with local information sharing policy.
10. Managing the monitoring of attendance, development and wellbeing of children subject to Child Protection or Children In Need plans.
11. All DSL's to confirm with the overarching NSP for Centre /Locality which member of management /staff are providing supervision and guidance to staff working with children subject to Child Protection or Children In Need plans or an EHAP
12. Ensuring that the Nursery school and Children's Centre policies and procedures for safeguarding are known and adhered to by colleagues.

¹ Revised Prevent Duty Guidance: for England and Wales 2015

13. Acting as a source of advice within the Children's Centre, seeking further clarification when needed and ensuring their own and staff training is up to date.
14. Identifying and addressing deficiencies in the internal safeguarding procedures as they arise and ensuring that procedures are reviewed if required.
15. Ensuring the appropriate person attends and contributes to case conferences and core group meetings using the strengthening families case conference report format

The Governing Body (or lead organisation) is responsible for:

1. Ensuring that appropriate safeguarding and child protection procedures are in place.
2. Seeking advice from the Local Authority and Children's Services when necessary.
3. Nominating one of its members to have responsibility for safeguarding and child protection and to liaise with The Nominated Safeguarding Person (NSP) as necessary.
4. Ensuring that the nominated governor (if applicable) undertakes child protection/safer recruitment training
5. Reviewing the safeguarding policy and procedures annually.
6. N.B. The Chair of the Governing Body (or named person in the reporting hierarchy) is the person responsible for liaising with the local authority if an allegation of abuse is made against the Head teacher/ Head of Centre.

The staff and other adults working with the children are responsible for:

7. Actively protecting children they work with, including challenging parents in the inappropriate handling of their child's behaviour e.g. smacking or where parents are suspected to be under the influence of alcohol or drugs (if it is judged safe to do so).
8. Following the established procedures.
9. Immediately reporting and recording causes for concern to The Designated Safeguarding Lead or their deputy. Taking the concern forward immediately in the event of the DSL and Deputy's absence.
10. Understand their duty to have "due regard to the need to prevent people from being drawn into terrorism²" by being able to recognize areas of concern in relation to Prevent and to report these concerns on to the DSL
11. Providing written records stating the names of staff involved, children and date and time concerns were noted, reporting exactly what was seen and heard, this should be recorded as early as possible.
12. Reporting any concerns about staff.
13. To write reports as required for case conferences and core group meetings. (These must be shared with parents prior to meeting)
14. Attending case conferences and core group meetings when asked to do so (staff will be given support in this).
15. Reporting "near misses" where a child could have potentially been at risk to ensure steps can be taken to avoid an incident occurring.
16. All staff must be aware of their role in identifying and reporting children who under the law would be considered to be privately fostered and staff must:
 - a. ensure that they understand the definition of private fostering³

² Revised Prevent Duty Guidance: for England and Wales July 2015

³ Private Fostering: What is your role (Ealing Children's Services Leaflet)

- b. inform parents/carers of their legal requirement to contact the Council where there are thought to be private fostering arrangements
- c. notify the organisations NSP and report to ECIRS by phone 020 8825 8000 and follow up by secure Email (Egress): ecirs@ealing.gov.uk

4. Identifying, Reporting, Referring, and Monitoring Concerns

Staff must be as objective as possible in observing and reporting concerns, writing down exactly what they see and hear, and keeping this distinct from their opinions and beliefs. Staff must also act sensitively at all times with the child and ensure only to ask non leading questions e.g. 'How did you get the bruise?' **not** 'Did daddy/mummy hit you?' It is good practice to have another member of staff within the vicinity to witness conversation.

The Nursery school and children's centre Designated Teacher **must be informed at all times** if there is a safeguarding concern within the Nursery School or Children's Centre. If the DSL is not the Head of Centre, they must notify the Headteacher of all safeguarding and child protection concerns arising at the centre.

Professionals delivering services at or through the centre from an independent organisation must inform the Nursery School and Children's Centre DSL if they have any safeguarding concerns relating to children using their services.

The safeguarding responsibilities of the other services and organisations are set out below in relation to a range of circumstances that may occur in a Children's Centre:

- 1. If a safeguarding concern is raised by a visiting member of staff about a child who is receiving a service that is delivered by the Nursery School the DSL must be informed and take forward the complaint or concern.**

The DSL must inform the NSP of the other organisation of this concern and the actions being taken as long as these do not relate to the other organisation itself.

- 2. If a safeguarding concern is raised by a member of staff about a child that is receiving a service being delivered solely by the other organisation the NSP for that service or organisation must take forward the complaint or concern.**

The NSP for the other organisation must inform the Nursery school DSL of this concern who may then consider a joint investigation or need to take action as a consequence of this concern; for example to safeguard a sibling attending another service within the Children's Centre.

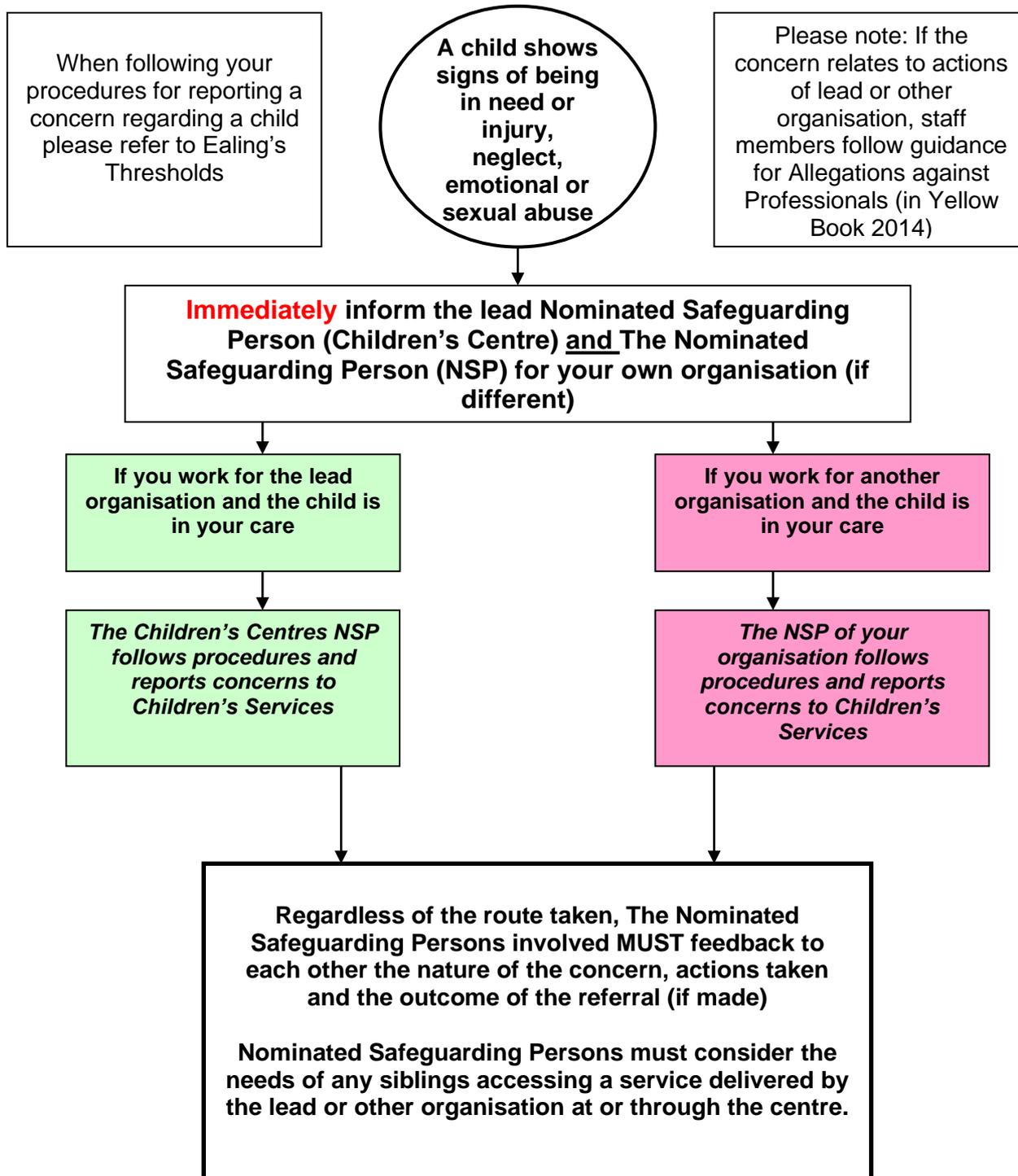
These reporting responsibilities are set out in the following **flow chart**.

The Nursery School and Children's Centre must enter the details of their centre in the flow chart and display this prominently within the centre office. They should also ensure that all staff within the lead and other organisations working at the centre are aware of these reporting responsibilities.

5. Children's Centres Reporting Responsibilities Flow Chart

This flow chart does not replace: ‘**Dealing with concerns about a child/young person** (Yellow Book 2014 page 41) which must be followed by all staff and organisations working in Ealing Children’s Centres.

Grove House Nursery School & Children’s Centre	
Name of lead Organisation:	Grove House Nursery School & Children’s Centre
Name of lead Organisation’s Nominated Safeguarding Person (NSP)	Helen Mayor



6. Procedures for raising concerns:

When raising a concern, the following procedures will be followed:

1. Staff, students, volunteers, or governors who have concerns about any child's wellbeing or safety or any parent/carer's behaviour, must record their concerns, using the Incident report form:
 - a. Date and time
 - b. What they saw and heard,
 - c. Who else was involved, and
 - d. Share this immediately with Designated safeguarding lead (DSL).
2. When appropriate the position of marks/bruising must be plotted on a body map with information of size/colour.
3. All notes must be signed and dated by the person making the report.
4. In order to make the process objective and maintain confidentiality, concerns should not be discussed with colleagues at this stage - the DSL will decide whether, when and how best to consult colleagues.
5. The DSL will draw together the immediate evidence/concerns about the child/family to inform the decision to make a referral. This should not delay the process of a making a referral.

7. Procedures for making a referral:

When making a referral, the following procedures will be followed.

1. The initial contact with parent/s must be well planned to ensure child/children's welfare and parent/s understanding and cooperation. Parents will normally be told of the referral unless this puts the child at risk, or in the case of suspected sexual abuse.
2. Prepare a chronology of significant events using the Ealing Children's Services- Interagency Referral and Assessment Form. **Note: Although this is required there must be no delay in making a referral if this information is not ready to hand.**
3. **Phone ECIRS: Tel: (020) 8825 8000** and discuss concerns for follow up information Email: ecirs@ealing.gov.uk. **Note: If child lives in another Borough, then the Social Services in that local authority should be contacted. Never leave a message on an answer machine** when making a safeguarding referral, always make sure you speak to someone and record the name of the person who you have made the referral to.
4. If you have made the decision not to inform the parents of the referral you must speak to a Social Worker in order to plan who will contact parent/s and when.
5. If you are not contacted by a Social Worker by the time the child is due to go home, **phone ECIRS again**. You should phone the police if the child is about to go home and you are concerned that they are at immediate risk of significant harm.
6. At the end of the referral discussion the referrer and ECIRS should be clear about proposed action, timescales and who will be taking action, or that no further action will be taken.
7. All referrals from professionals should be confirmed in writing, by the referrer, within 48 hours.
8. **If the referrer has not received an acknowledgement of the referral within three working days, they must contact ECIRS again.**

9. Where there is to be no further action by Children's Services, feedback should be provided by Children's Services to the referrer about the outcome of this stage of the referral.

8. Procedures for monitoring children thought/known to be at risk

When monitoring a child thought or known to be at risk, the following procedures will be followed:

1. Written records of concern/incidents must be kept even if there is no immediate plan for a referral.
2. The Designated Safeguarding Lead (DSL) will inform the key person of their responsibility to keep and maintain record of information about the child.
3. The key person is responsible for maintaining records of wellbeing and progress. When levels of concern are high or a child is subject to a Child Protection or Child In Need plan, daily records will be needed for detailed monitoring of the child's emotional wellbeing; relationships; physical wellbeing; play; toileting issues etc.
4. Aspects of a child's wellbeing and progress are discussed at team meetings when relevant to obtain feedback from all colleagues, and to plan future action as a team. These plans must be recorded and reviewed.
5. The Designated Safeguarding Lead (DSL) must maintain a record of telephone and other relevant contacts with outside agencies, staff, and parents/carers in the child's file.
6. Children's files are stored in a locked filing cabinet in a lockable room.

9. Procedures for reporting to and attending review meetings

When reporting to and attending review meetings, the following procedures will be followed:

1. The Designated Safeguarding Lead (DSL) notifies Children's Services immediately of any concerns or unauthorised absences involving Looked After Children and children subject to Child Protection or Child In Need plans and records it on the child's file.
2. The Designated Safeguarding Lead (DSL) and/or the child's key person provide reports for and attend case conferences, core group meetings, and professionals' meetings as required.
3. On transfer, records are passed on as appropriate to the DSL/NSP at the receiving school/nursery. If the child is currently subject to a CP/CIN plan and agreement has been provided by the lead professional. A receipt must be obtained from the receiving school.

10. Safer Recruitment

The Nursery school and children's centre follows the Safer Recruitment Practices outlined by the DCSF (Jan 2007), which aims to identify people who might be harmful or unsuitable at the outset and prevent them from working with children.

The Nursery school and children's centre aims to ensure insofar as is possible, that anyone seeking paid or voluntary work at the Nursery school and children's centre is safe to work with children.

The Nursery school and children's centre expects all staff and volunteers to share commitment to safeguarding and promoting the welfare of children.

Safer Recruitment requires the Nursery school and children's centre to embed child protection and the safeguarding of children at every stage of the recruitment and selection process.

When recruiting staff, the following procedures will be followed:

1. At least one member of the interviewing panel will have attended appropriate safer recruitment training (provided by LA)
2. Ensuring job descriptions clearly state the responsibility staff have for safeguarding children and promoting their welfare.
3. Including specific reference to applicants' suitability to work with children in future person specifications.
4. Use of application forms, which include necessary statements relating to the Rehabilitation of Offenders Act, and a Safeguarding Statement, which summarises the vetting process that will be undertaken. (Reference Local Authority Application Forms)
5. Scrutinising applicants' education and employment history.
6. Completely resolving apparent gaps/discrepancies in the application (including gaps in employment) at the interview stage, all gaps /discrepancies must be accounted for.
7. Obtaining independent references to assess the applicants' suitability to work with children and addressing concerns that may arise.
8. Children's Centres must ask for previous allegations founded and unfounded and if subject to any disciplinary procedures even if time scale is spent.
9. A formal interview, which will include questions relating to safeguarding of children.
10. Verifying the successful applicants: identity, academic/vocational qualifications, employment history and experience and resolving anomalies, health and physical capacity for the job.
11. Processing the application for and obtaining clearance from the Disclosure and Barring Service (DBS) for an Enhanced DBS check before staff take up employment (see page 14 of this policy)
12. In exceptional circumstances if a staff member is required to start before a satisfactory DBS check has been received a risk assessment must be carried out, reviewed and signed by the overarching NSP. The member of staff must never be left unsupervised with children.
13. At recruitment a Disclosure by Association check will be conducted, this will be rechecked regularly (as advised by HR) in personal supervision of staff.

11. Single Central Record

The Nursery school and Children's Centre keep a Single Central Record of Recruitment and Vetting checks and a Record of ID Checks for all staff, students and volunteers who work or deliver services at the centre.

The Single Central Record of DBS disclosures should include details of:

1. Name
2. Role
3. Organisation
4. DBS number
5. Date of DBS Disclosure
6. Confirmation that the Head of Centre or a person delegated by them has had sight of this disclosure
7. Confirmation that the Head of Centre or a person delegated by them has seen proof of identification such as a passport or Photo ID from a statutory agency or organisation contracted by the Local Authority. Copies of disclosures must not be kept on site.
8. For national and external organisations recognised by the LA such as NHS healthcare professionals or LA maintenance teams you should expect to be provided with the full DBS details. In some instance a formal letter from their organisation that clearly outlines that staff have all received DBS clearance. This letter should be annually updated.

12. Disclosure and Barring Service (DBS)⁴

Children's Centres provide regulated activity (children) as set below:

1. Regulated activity includes unsupervised activities e.g. **teaching, training, instructing, care or supervision of children or providing guidance or advice on well-being, driving a vehicle for children only.**
2. Regulated activity also includes work for a limited range of establishments (specified places) where there is an opportunity for contact e.g. schools, children's homes, children's centres and childcare premises (but not work by supervised volunteers – unless this is frequent see point 5 below)
3. If you are on the payroll working at a school / Nursery school and children's centre / childcare provider, this is classed as Regulated Activity
4. Contractors or any employee of the contractor have to have an appropriate level DBS checks. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list) will be required. When considering whether the contact is regular (regular is defined as

⁴ Keeping children safe in education Statutory guidance for schools and colleges / Ealing Council DBS guidance 2015
Ealing Children's Centres Policy and Procedures for Safeguarding and Child Protection June 2016

carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period, it is irrelevant whether the contractor works on a single site or across a number of sites). Temporary and maintenance workers are not in regulated activity, it is the Nursery school and children's centre responsibility to ensure the safety of the children through supervising these staff at ALL time.

5. Frequency and intensity comes into play with children. Even if a role is unregulated e.g. volunteer, **if they were to be at the school / Nursery school and children's centre once a week or four times in a month, because of the frequency they would need to have a DBS check carried out, but not a Barred List check.**
6. Those roles that used to be in Regulated Activity but are no longer in Regulated Activity (i.e. they are fully supervised) **can still have an enhanced DBS check** but no Barred List check.
7. Parent volunteers on school or centre trips need to be supervised at ALL times and it is the school's Nursery school and children's centre's responsibility to ensure this happens.

Disclosure and Barring Service checks⁵

These are the types of checks available to those working with children: Type of check	What the check involves	Positions eligible for this level of check
Standard check	Check of the Police National Computer records of convictions, cautions, reprimands and warnings	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Check of the Police National Computer records plus other information held by police such as interviews and allegations. This information must be relevant to the sector and be approved by the police for inclusion on the certificate.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and in Part 5 of the Police Act 1997 (Criminal Records) Regulations.*
Enhanced criminal record check with children's and/or adult's barred list information	Check of the Police National Computer records plus other information held by police plus check of the DBS Children's Barred List plus check of the DBS Adults' Barred List.	The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in Regulation 5 of the Police Act 1997 (Criminal Records) Regulations as able to check the barred list(s).

For staff working in a regulated activity schools, children's centres, child care providers managers **must apply for the: Enhanced criminal record check with children's and/or adults' barred list information, check.**

For staff (or volunteers work who work frequently) in a regulated activity and are supervised (and as such this could be classed as an unregulated activity) schools, children's centres, child care providers **can apply for an: Enhanced check**

Guidance for supervision of volunteers is set out clearly in Annex D: statutory Guidance – regulated activity (children)⁶

Frequency of DBS checks

Schools, Children's Centres and childcare providers are must follow guidance on frequency of DBS renewal that relates to their service type and organisation as follows:

⁵ See Keeping children safe in education Statutory guidance for schools and colleges September 2021 for references

⁶ See Keeping children safe in education Statutory guidance for schools and colleges September 2021

1. Ealing Council Children's Services staff:
 - a. Enhanced check with barring on starting employment in a regulated activity and on change of job, change in circumstances that would have implications for the check and or renewed every three years
 - b. Enhanced check on starting employment in a regulated activity and on change of job, and or change in circumstances that would have implications for the check
2. School and external child care provider staff:
 - a. Enhanced check with barring on starting employment in a regulated activity and on change of job and or change in circumstances that would have implications for the check
 - b. Enhanced check on starting employment in a regulated activity and on change of job, and or change in circumstances that would have implications for the check
3. All employees who work in a regulated activity and have undertaken a DBS check have an obligation to notify their manager/employer of any incidents that may affect this status. Manager must then carry out an additional check.

13. Managing Allegations Against Staff

The Nursery school and children's centre has a professional duty to provide a safe and happy environment and nurturing ethos, which fosters confidence, independence and learning, and:

1. Recognises the importance of close contact with trusted adults for young children's healthy development and its importance in building self-esteem and positive attachments between the staff and the children. This is especially important for the youngest children who require the greatest amount of physical care, handling, and comforting.
2. Fosters the development of natural relationships between staff and children based on care, respect and love for the children, which includes close physical contact and warmth. This sort of contact is not encouraged with **students, volunteers and short-term agency staff**. Everyone is nevertheless, expected to always observe professional and appropriate boundaries in their relationships with the children.

To ensure a safe environment, the following procedures will be followed:

1. Activities where staff are alone with a child or group of children for a short period of time – e.g. during story times, must be planned, agreed and recorded by the Centre Head or delegated manager to ensure that staff qualification and ratios are met at all times, and risk assessment carried out as appropriate.
2. At least one member of staff must hold a full and relevant level 3 qualification (if working with under twos additionally “must be suitably experienced in working with children under two” (Statutory Framework for Early Years Foundation Stage September 2014)
3. Students, volunteers, visitors or agency staff are not allowed to be alone with children (with the exception of agency staff/students on long term placement who have been observed to work safely and respectfully with the children over a period of time and agreed and recorded by Head of Centre or delegated manager and have DBS clearance.)
4. The changing areas are open to main areas, so staff are not shut off alone and out of sight with children.
5. Permanent members of staff should change children’s clothes, or long-term agency staff, that have a key person role. This should be agreed and recorded by Centre Head or delegated manager.
6. Staff must inform colleagues when they are changing a child.
7. Staff must keep a record of nappy changes, or changes of children’s clothing, toilet training and any other occasion when it is necessary to change a child or help them in the toilets.
8. If parents take their own child to the toilet area, staff must ensure that no other children are left alone in this area at the same time.
9. Contractors working on site must not be allowed in changing areas if children are being changed.

In the event of an allegation being made against staff the procedure is to:

1. Report the allegation to Designated Safeguarding Lead (DSL) except for allegations against the DSL, which must be reported to the person who is at next level of management).
This person will report it to the Local Authority’s Designated Officer (LADO) **immediately** and follow up information can be sent securely via Egress Email: asv@ealing.gov.uk / child.protection@ealing.cjism.net to Isha Dhody dhodyi@ealing.gov.uk and Charles Barnard cbarnard@ealing.gov.uk.
2. The person who has reported the incident to the Local Authority’s Designated Officer **must not talk to any members of staff or other person until advised to do so by the Local Authority’s Designated Officer (LADO). The member of staff concerned must not be told about the subject of the allegation as this can hinder and affect the investigation procedure.**
3. All communication and related evidence and actions must be recorded, dated and signed.
4. The Local Authority’s Designated Officer will consult as necessary with the Head of Centre/Police/Child Protection Advisor and HR to consider the evidence/information and will advise on the required course of action.
5. Refer to Ealing’s Yellow Book 2014, for more detailed procedures.

6. Organisations must follow their own procedures regarding allegations against professionals (AAP) and if the requirements are met for a member of staff to be temporarily relocated, redeployed or suspended this must be actioned accordingly.
7. The manager responsible must only communicate information with the affected member of staff as agreed by the LADO, e.g. to state the reasons for management action other than an allegation has been made (not what the allegations relates to)

14. Training

To ensure safe practice the following training must be undertaken:

1. The Designated Safeguarding Lead (DSL) must undertake Ealing Safeguarding Children Board approved training through attendance at Ealing Safeguarding Children Board or other relevant Governors Safeguarding Training. This training must be renewed every two years. There is also an expectation that the DSL attend other relevant ESCB multi-agency training and a requirement to attend NSP network
2. Whole staff group and or individual training will be undertaken every 2 years or more often if required. This training should meet the requirements of Ealing Safeguarding Children Board.
3. Ensure that staff are trained properly and understand their duties under Prevent⁷
4. All staff must be able to demonstrate a general awareness of known indicators/predisposing factors of abuse/neglect as well as detailed knowledge of the agreed policies and procedures.
5. All front line staff, including reception staff must be trained to pass on calls about the safety of children to Designated Safeguarding Lead (DSL) or other member of Senior Management Team (Headteacher); and be able to record their concerns on the Nursery school and children's centre phone and discussion record sheet.
6. The Designated Safeguarding Lead (DSL) will ensure their own and other staff training is kept up to date and will keep a log of all relevant training. This will include options for on-line training modules that can be accessed from Ealing Safeguarding Children Board.
7. As a Nursery school and children's centre with a governing body:
 - a. The governing body training must take place every two years.
 - b. The Headteacher and the Chair of Governors or a nominated governor will attend appropriate Safer Recruitment training.

⁷ Revised Prevent Duty Guidance for England and Wales 2015

15. Supporting children's safety through learning

The time that children at risk spend at nursery may be the only stable and predictable part of their lives.

It is especially important to provide children in these circumstances, with a secure, caring environment and a curriculum that is based directly on their observed developmental and care needs, capabilities and interests. For example, in understanding the world the children will learn how to keep themselves safe when walking on the pavement near traffic. The Key Person system enables the Nursery school to do this on an individual basis.

The Nursery school and children's centre recognises the fundamental role that children's personal, social and emotional development plays in their wellbeing and their ability to develop and learn 'normally' – as well as the potential impact it might have on their ability to stand up for themselves and keep themselves safe. Within Children's Centres we promote the fundamental British Values of Democracy, Rule of Law, Individual Liberty and Mutual respect and tolerance of others

The Nursery school and children's centre therefore plan to:

- Build children's self-esteem, self-awareness, and self-confidence.
- Build their ability and willingness to say what they want/need and speak up for themselves, knowing they will be listened to.
- Help them understand boundaries and acceptable behaviour.
- Help them understand that they have the right to feel safe and not be frightened.
- Help them deal with conflicts by talking, explaining their motives and negotiating.
- Teach them to say no if they don't like something/don't want to do something.
- Help them think about keeping safe/keeping away from danger.
- Teach them where to go for help and how to ask for it.
- Teach them to treat others as they would want to be treated themselves.

This safeguarding policy and procedures should also be read in conjunction with the following documents and policies:

- The health and safety policy and related risk assessments
- Behaviour and anti bullying policy
- Procedures for meeting the needs of pupils with medical conditions
- Procedures for first aid
- Policy for managing intimate care (toileting)
- E Safety policy
- Whistleblowing policy
- Acceptable use policy
- Recruitment of staff.

Peer on Peer Abuse

Peer on peer abuse can take many forms and can take place without the knowledge of adults within a school. Some examples of peer on peer abuse are; bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This list is not exhaustive and as children grow beyond the early years there are many other types of peer on peer abuse that should be considered, as outlined in KCSIE 2021 p.36-37.

At Grove House Nursery School children are taught in an open plan environment where they are observed by caring and trusted adults all of the time. There is a strong focus on; children’s personal, social and emotional development; on teaching our children to respect their peers when talking and playing together; learning how to touch one another appropriately and how to respond if a friend does something that they do not like.

A central value at Grove House is one of ‘listening’, ensuring that children, staff and parents feel listened to and heard and have opportunities to share their thoughts, feelings and thinking on any matters that are of importance to them. Children are actively encouraged by their keyworkers and other close adults to talk about things that upset or concern them. This will support our children as they grow and develop to be able to talk to others about any forms of abuse or violence that they may encounter in their lives.

16. Nursery school and children’s centre Information

At Grove House Nursery School and Children’s Centre, **Helen Mayor** is The Designated Safeguarding Lead (DSL); this person is the nominated safeguarding advisor for the lead agency or organisation managing the centre.

In her absence this role is covered according to the hierarchy below. This also details the line management of the DSL and deputies.

17. Reporting hierarchy for safeguarding

Name	Role in organisation	Reports to	Role in organisation	Phone number/s
Helen Mayor	Deputy Head Teacher	Himisha Patel	Head Teacher	02085710878
Ranbir Jaswal	Teacher	Himisha Patel/Helen Mayor	Head Teacher/Deputy Head Teacher	02085710878
Clare Davis	Nursery Officer	Himisha Patel/Helen Mayor	Head Teacher/Deputy Head Teacher	02085710878

The organisations that regularly deliver services to children and families in the Nursery school and children’s centre must inform the lead Nominated Safeguarding Person who The Nominated Safeguarding Person for their organisation is. This information must be entered in the table below.

Name of service /organisation	Name of Nominated Safeguarding Person(NSP)	Role in organisation	Contact Details
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Early Bird		Safeguarding Officer	020 8825 8343
Speech & Language Services	Andrea Edwards	Named Nurse	020 8967 5400

18. Useful Information

Local Authority Designated Officer	Safeguarding, review and quality assurance manager Allegations against staff and volunteers Child protection conferences, MARAC, MAPPA and FGM. Ricella Browne (LADO) 020 8825 8930 asv@ealing.gov.uk
Child Protection Advisory Line	Child protection duty desk 020 8825 8930
Ealing Children's Integrated Response Service	Tel: 020 8825 8000 ecirs@ealing.gov.uk
Contextual safeguarding coordinator	Christina Evers 020 8825 5951 EversC@ealing.gov.uk
Ealing Council Human Resources	Phone Ealing corporate resources on 020 8825 9000 <i>First select option 3 - HR shared service centre</i> <i>Then select option 1 - schools HR</i>
Police Child Protection Team	Tel: 020 8246 1901
Head of Early Years Childcare & SAFE 0-12	Charles Barnard Tel: 020 8825 6139 Email: CBarnard@ealing.gov.uk
Prevent General enquires	Email: preventschoolsinfo@ealing.gov.uk Nazia Matin (Prevent co-ordinator): 020 8825 8895

The Children's Centres policy and procedure should be used in conjunction with Ealing's **Yellow Book 2014** (Ealing Safeguarding Children Guidance).

The Yellow Book 2014 is the key reference document for all staff, students and volunteers working with children and young people in Ealing, and has informed this Nursery school and children's centre's Policy and Procedures.

19. Key documents

Child and Family Enquiry Form ECIRS (attached)

The following key that support the procedures within this policy are to be found in Ealing's Yellow Book 2014:

Information:	
Policy statement	Appendix 2 and Appendix 3
Role Specification for the Nominated Safeguarding Person	Chapter 8
Promoting Safe Practice: Code of Conduct for Staff	Chapter 25
Flowcharts:	
1. Responding to children in need and signs of abuse flowchart	Page 41
2. On-line safety incident flowchart	Page 51
3. Flow chart for key questions for information sharing	Page 23
4. Allegations against staff and volunteers flowchart	Page 69
Incident report form	This policy, appendix 1

Appendix 1 - Child Protection Incident Report Form



Child's Details	Staff Member's Details
Child's full name: DOB:.....	Member of staff reporting the incident:
Incident Details	
Date of incident:..... Time of incident:.....	
<p>Write a factual account of the incident or information in the space below.</p> <p><i>Who was present? What happened? Where did it happen? When did it happen? Write down exactly what was said by the member of staff and the child. If the child has a visible mark, complete a body map diagram and attach to this form.</i></p>	
Signed by reporting member of staff:.....	
Name of senior staff member informed:	
The section is to be completed by a senior staff member.	
What action has been	

<p>taken and by whom?</p> <p><i>Include discussions with the child, parents or other professionals.</i></p>	
<p>Have the parents been informed?</p>	
<p>Has a social services referral been made? If yes, what was the outcome of this referral?</p>	
<p>Have any other agencies been contacted?</p> <p><i>eg. Ealing outreach, health visitor</i></p>	
<p>Are there any further actions to be taken?</p>	
<p>Signed by senior member of staff:.....</p>	

With pupils returning to school we may see an increase in the number of safeguarding disclosures or concerns. Some family situations may have changed dramatically over the past few months and we may think a pupil has become ‘newly’ vulnerable. The referral procedure HAS NOT changed, and we will continue to report concerns via ECIRS, following our current safeguarding procedures as laid out in our child protection policy. However, for those cases where there is uncertainty, the DSL or deputies may contact child protection advisers or ECIRS for clarity and advice.

The tables below confirm the process for taking action where safeguarding concerns arise at this time:

STAFF	DSL
<ul style="list-style-type: none"> Hears or sees something that doesn't feel right Hears or sees something you think is a safeguarding concern Receives a disclosure about an incident that has happened during lockdown 	<ul style="list-style-type: none"> Refer to the toolkit, FAQ and/or safeguarding process document Decide from the list of service providers below who is best to speak to for further advice, guidance, support or action
<p>ACTION: Raise the concern with your DSL or Deputy DSL</p>	<p>ACTION: Consider whether you need advice or to discuss a case, or whether you need to make a referral.</p>

ACTION
<ul style="list-style-type: none"> To discuss 'what next' or reflect on an incident go to a Child Protection Adviser using the CP duty desk number To make a referral or to see if this incident has been referred previously go to ECIRS To discuss a child you think may be missing, has not returned to school or you are unable to contact go to the CME team To discuss a possible case of exploitation, go to the Contextual Safeguarding team To discuss a concern about online radicalisation go to the Prevent team

KIT calls:

Where staff are calling families who are unable to attend nursery currently, they will make weekly reports detailing conversations with parents/carers. These reports will be read weekly by a member of the SLT. Where a member of staff making a KIT call feels there is a safeguarding concern, the DSL or deputy DSL will be notified immediately. The DSL will then take appropriate action. If the member of staff feels a child is newly vulnerable due to the current situation, including changes to family circumstance, lack of access to essential items and distance learning, this will also be reported to the DSL without delay.

The following Ealing Safeguarding Toolkit will be used to guide measures undertaken during this time and ensure that appropriate action is taken to support vulnerable children.

Safeguarding toolkit for school DSLs during coronavirus

May 2020

Name of school	Grove House Nursery School and Children's Centre
Name of headteacher	Himisha Patel
Name of designated safeguarding lead	Helen Mayor
Name of deputy designated safeguarding leads	Ranbir Jaswal Himisha Patel Clare Davis
Name of designated governor for safeguarding	Rakes Parmar
Date completed (DD MM YY)	25.06.20



Are there updated procedures in place within your school considering COVID19?

This guidance has been developed from a range of resources. It does not replace practice guidance from the Ealing Safeguarding Children Partnership or Public Health England

<https://www.gov.uk/government/topical-events/coronavirus-covid-19-uk-government-response> and should be used alongside the appropriate Ealing Safeguarding Children Partnership Procedures (online) <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=3> and the Support Level Guidance regarding thresholds for referrals into Children's Social Care (Integrated Children's Services) <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=a0yYJwBLycc&escb=true>

This document has been written in response to the recent government announcement on UK Schools and Early Years Settings to restrict access to their settings for most pupils and staff, other than those children of key workers and vulnerable children. It will assist Governing Bodies and Headteachers in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children considering coronavirus.

Schools must be aware that this tool should be subject to frequent review as new information and guidance comes to light.

****Please be advised that since the government announcement, there has been an increase in social media posts from teachers, or people possibly posing to be teachers, offering to support families in a variety of ways. Including teaching and offering online tutoring or providing on-line support. This obviously is not regulated and open to risk when families are at their most vulnerable and in isolation. Please ensure staff, parents and carers are mindful of this and seek appropriate advice when making alternative arrangements.****

Careful consideration is needed when assessing the needs of children and therefore their families. In the current climate the focus needs to be on providing emergency support services. Whilst we need to ensure that families are encouraged to consider what supports they can draw on within their own support networks in the first instance we must also be mindful that there may be an increase in vulnerability as a result of the current situation. This should not influence our judgement according to thresholds where we have a legitimate safeguarding concern.

The designated safeguarding lead (DSL) should consider:

- Current guidance from Public Health England and how this might impact on vulnerable pupils and their families. Be prepared to respond swiftly to changes in local and/or government guidance.
- Contact with an appropriate representative if unsure about how to interpret the guidance or apply it to your setting. EGfL has set up a list of emergency contacts www.egfl.org.uk/coronavirus
- Liaising with your school safeguarding team, either virtually or in person, to identify and consider the individual needs of vulnerable children and the children of key workers.
- How the school plans to continue to support pupils, including those who are already self-isolating

- How to ensure multi-agency colleagues are updated when children on multi-agency plans, including CP and CIN, are self-isolating.
- Updating multi-agency colleagues, including Social work and Early Help teams, in order to enable them to consider whether further plans need to be put into place.
- Ensuring a DSL is always contactable during the school day and that contact details are well publicised so that parents or professionals can contact the DSL in an emergency, such as a S.47 enquiry.
- Using a clear answerphone message for when the DSL phone is not in use (eg out of hours) directing the caller to ECIRS or Police with any immediate safeguarding concerns.
- Consulting with appropriate agencies if unsure about the needs of individual children or families.
- Ensuring that multiagency meetings, such as Child Protection Conferences, receive the necessary reports and discussion are held in line with the revised working practices.
- If work is being sent home, provide guidance to parents on additional safeguarding and Online Safety considerations.

If in doubt about whether a request for support is necessary, please contact ECIRS (020 8825 5000) which will continue to operate and will be available to provide advice and guidance Monday – Friday 9am-5pm. Please note that ECIRS and ECSP cannot give health advice relating to COVID-19, please refer to Public Health England <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

In addition to the team in ECIRS who will take referrals as usual the **Child Protection Advisors** are available to offer guidance and can be contacted on the following number: **020 8825 8930**

The head of safeguarding, John Churchill: **020 8825 8364**

For concerns relating to **Contextual Safeguarding** please contact: Christina Evers **020 8825 5951**

If you have a **Prevent** related concern, please contact

Prevent Education Officer, Nazia Matin, Tel: **020 8825 8895**

Prevent Team preventschoolsinfo@ealing.gov.uk 0208 825 9849

Questions	Considerations:
Vulnerable Children:	
<p>How many pupils in the school are vulnerable?</p> <p>Create a traffic light system to support you in identifying the most vulnerable children and consider individual needs on a case by case basis. Not all vulnerable children will need the same level of contact.</p> <p>Consider the needs of pupils:</p> <ul style="list-style-type: none"> • on multi-agency plans such as: EHCP, CIN or CP • who have additional needs including mental health issues? • who have vulnerable parents or carers over the age of 70 and/or with physical or mental health issues? • who are witnessing domestic abuse? • low income families <p>How will you be Keeping in Touch (KIT) with vulnerable pupils who are at home?</p> <p>Liaise with the social worker re KIT activity to prevent</p>	<p>Do I have the most up to date information provided by Ealing LA?</p> <p>The most up to date information will be available via the COVID 19 page</p> <ul style="list-style-type: none"> • Family Information Service: help and advice for parents / carers and schools https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/direct-ory/advice.page?id=dxZ4DKCyrLA&localofferchannelnew=0 • EGfL: Information for school staff, with emergency contacts list https://www.egfl.org.uk/about-us/covid-19-guide-schools#safe • Ealing Council: Help for residents https://www.ealing.gov.uk/coronavirus <p>Do high risk vulnerable students need an individual risk assessment and safety plan to outline how school will continue to support these most vulnerable students?</p>

Questions	Considerations:
<p>duplication and ensure level of activity matches the known concerns</p> <p>Agree who is most appropriate to speak with the family, is there a member of staff that knows the family better than others</p> <p>Review the KIT guidance</p> <p>School closure / Self Isolation:</p> <p>Does this highlight any additional or increased risk for this child?</p> <p>If so what are the risk and what measures need to be put in place to mitigate those risks? Eg. contacting social worker</p> <p>Is there an increased risk to any child in terms of online safety?</p> <p>Do parents understand how to keep their children safe online?</p> <p>Do parents/carers know who to contact if they are concerned about something which happens online at home?</p> <p>Is there a Policy relating to the safe use of mobile phones, cameras and other internet enable devices/technology?</p> <p>Do parents/carers know who to contact if they are concerned about something which happens online at home? (including concerns around grooming, exploitation and radicalisation)</p>	<p>Agree who will do this and by when.</p> <p>High schools, should consider, for example persistent absence prior to school closure/partial closure and or an individual student's self-isolation</p> <p>Are all the current professionals aware of the risks/ current situation?</p> <p>If not, agree who will do this and by when. Prioritise any cases where you have identified a child as being more vulnerable because of the current situation</p> <p>Are there any upcoming Child Protection Conferences or Child in Need Meetings?</p> <p>If so, ensure that you are familiar with the new ways of working and a report is prepared in advance of meeting.</p> <p>If no current professional involvement, does any other agency or professional need to be aware of the current situation? If so who?</p> <p>Agree who will do this and by when.</p> <p>Do vulnerable children and their families know who to contact if issues arise?</p> <p>Agree who will provide this information and by when.</p> <p>Keeping children safe online</p> <p>Schools may need to provide additional advice and guidance for parents / carers and pupils on online safety. Resources are available through CEOP's education programme https://www.thinkuknow.co.uk/</p>
<p>Questions</p>	<p>Considerations</p>
<p>Newly vulnerable children</p>	

Questions	Considerations:
<p>Are there any children who you think are ‘newly’ vulnerable? Either from a request for support from parents or something the CYP has said but does not warrant a referral eg loss of family income, loss of an extended family member?</p> <p>Are these children eligible for a school place but not attending? Have the reasons for not attending been explored?</p> <p>Are there any additional concerns such as not accessing learning, lack of contact with the school?</p> <p>Were any of these concerns discussed prior to school closure? Eg. CYP disengaged, parental non-engagement and the lockdown has compounded these concerns</p> <p>Consider support from Attendance team if already involved prior to school closure – this could be to keep in touch with the family and or negotiate a return to school</p> <p>How is information captured in school if there are safeguarding concerns? Are current processes/protocols fit for purpose?</p>	<p>Consider the process for tracking data, reviewing cases. Eg increased numbers of FSM, review of any health and wellbeing surveys carried out</p> <p>Are these children eligible for a school place?</p> <p>Are they currently at home? In school?</p> <p>Are you able to signpost to support that would address the vulnerability eg food bank, counselling service?</p> <p>Are you able to facilitate a part-time or full-time place at school?</p> <p>Is the school able to offer a phased return/ drop-in eg to pick up resources/equipment/drop-off work completed– this could be for all but monitored as a contact with the family</p> <p>Are current processes working to support the family or is further intervention/support required?</p> <p>Agree who will follow this up and when</p> <p>Is there likely to be a lot of anxiety when children return to school and increased disclosures about safeguarding concerns at home? Consider staff knowledge /expertise/experience and ensure how information can be gathered in a structured way pre-screening questions could be use, for example, questions such as</p> <ul style="list-style-type: none"> • Where is the child now? • Is the child safe? • What has been happening in the past? • What is happening now (i.e. last week)? • Is the child worried about returning home today? <p>Is further advice required? Is a referral to ECIRS required?</p>

Distance learning:	
Questions?	Considerations:
<p>What mechanisms are in place regarding home learning activities?</p> <p>How are you going to continue supporting your pupils?</p> <p>Are teachers planning to use webinars/remote learning? If so</p> <ul style="list-style-type: none"> • What provisions for pupils who do not have access to technology? • Does the school have an Online Safety Policy available via their website and to send if necessary? Has this been revisited with staff, parents, carers and pupils? • Do they know the expectations regarding safe use, eg: using appropriate language, clothing, location, group provision only? • If the school is providing internet access for pupils they should ensure access is managed in line with schools appropriate filtering and monitoring decisions. 	<p>Do you have a risk assessment for home working / online learning? internet provision off-site?</p> <p>What service platform will be used?</p> <p>Have terms and conditions/privacy statements been considered?</p> <p>Don’t use personal accounts – staff need school approved accounts when contacting pupils.</p> <p>Is the location that pupils and staff are using considered to be appropriate and safe.</p> <p>Data Protection / GDPR –</p> <p>Are staff up to date with GDPR requirements and school policy expectations of their behaviour online?</p> <p>Advice should be sought from the schools DPO or guidance from Information Commissioner’s Office</p> <p>Do you have useful safeguarding guidance available to</p>

<ul style="list-style-type: none"> • Ensure any materials including live streaming are recorded and backed up for further review if required later. • Is there adequate adult supervision in place for pupils working from home? • What are expectations on parents <p>Consider if home learning expectations places additional pressure on parents which may in turn increase vulnerabilities</p>	<p>parents on your website?</p> <p>Agree who will be responsible for updating information on the school website and ensuring information is distributed to parents appropriately.</p> <p>Can the school support parents to ensure that they have appropriate filters and monitoring systems in place?</p> <p>Agree who will take responsibility for this and by when</p> <p>Schools may need to provide additional advice and guidance for pupils on online safety. A range of resources are available through CEOP’s education programme https://www.thinkuknow.co.uk/</p> <p>Agree who will do this and when.</p> <p>Consider contacting all parents to describe level and frequency of contact and expectations for home learning. Be prepared to adjust/amend/support where necessary – this can even be a short letter from the Headteacher or Head of Curriculum</p>
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School closure or partial closure:	
Questions?	Considerations
<p>Are there arrangements in place for vulnerable children and children of key workers?</p> <p>Is a DSL always available during school hours?</p> <p>Is there a Deputy DSL and/or arrangements for the scenario of DSL staff self-isolating</p> <p>Are emergency contact numbers available to the local authority for use in cases of emergency by ECIRS and the Police</p> <p>Are parents aware of emergency contact numbers for the school and key safeguarding agencies such as ECIRS and the Police?</p> <p>Do you have guidance on safeguarding available to parents on your website?</p> <p>Does the school safeguarding information clearly identify who the Designated Safeguarding Lead(s) are and how to contact them?</p> <p>Is there adequate support in place if parents are working from home?</p>	<p>Do you have a rota system and contact details to ensure the DSL can be contacted in an emergency?</p> <p>Is there a contact number/email address available on the school website?</p> <p>Ensure there is a deputy available to step in if required</p> <p>If you are struggling with staff capacity agree a rota system to use if needed.</p>

Date last updated:

By whom:

Seen and approved by governor:

DSL (signature).....

Date:

Governor (signature).....

Date: