



Queen Katharine
Academy Nursery

Queen Katharine Academy Nursery
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Safeguarding and Child Protection Policy

Are you concerned about whether a child is being kept safe and well?

If you have any concerns about a child, if you think that they might be victim of neglect or any form of abuse – phone 01733 864180 and speak to the Multi Agency Safeguarding Hub (MASH) and a MASH enquiry will be undertaken.

If you think a child is in immediate danger then call the police on 999

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Introduction and Policy Statement

All schools/early years settings are required to have a Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. Queen Katharine Academy Nursery takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide an environment where all children are safe, secure, valued, respected, and listened to.

Queen Katharine Academy Nursery understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with Cambridgeshire & Peterborough Safeguarding Children Board local guidance and procedures.

Queen Katharine Academy Nursery staff should be fully aware of the contents of this policy and their duties and responsibilities with regard to safeguarding. All nursery staff should have read this document together with 'Keeping Children Safe in Education' (September 2020) – part 1 and Annex A.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at Queen Katharine Academy Nursery believe that a range of other setting and Trust policies are central to many aspects of the nursery's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour Management and Physical Intervention
- e-Safety
- Health & Safety
- Safer Recruitment
- Safe Working Practices for Staff and Volunteers

Our Early Help, Safeguarding and Child Protection Policy is written with due regard to the Department for Education statutory guidance 'Keeping Children Safe in Education' (updated September 2020) and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our nursery procedures for safeguarding children will always be compliant with Peterborough Child Protection Procedures produced by the Cambridge & Peterborough Safeguarding Children Board and have been adopted and available from the Cambridgeshire & Peterborough Safeguarding Children Board.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the nursery.

Our Policy was adopted on 22.10.20 and is reviewed annually by Queen Katharine Academy Nursery Management Group and the TDET Safeguarding Lead.

This policy is available to all parents either in hard copy or from our website:

<http://www.qka.education/page/?title=Nursery&pid=14>

1. Queen Katharine Academy Nursery Early Help, Safeguarding and Child Protection Policy

Queen Katharine Academy Nursery is committed to Early Help, Safeguarding and Child Protection in order to promote the welfare of all its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the nursery has an active part to play in identifying a child or young person's concerns early - to prevent needs escalating and to protect those at risk of harm.

- 1.1. All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn.
- 1.2 To this end Queen Katharine Academy Nursery will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the nursery, which support early help and safeguarding and should be explained to them as part of staff induction.
- 1.3 All staff whether permanent or temporary, employed or volunteers will be expected to participate in annual safeguarding refresher training as directed by the QKA Nursery Management Committee.
- 1.4 All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 1.4 All staff should know who the Designated Safeguarding Leads are (who have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities.):
 - Alison Di Meglio and Debby Cafano in the nursery
 - Veronica Giaquinto and Jenie Roddis within Queen Katharine Academy
 - Jennifer Brassington as TDET Safeguarding lead
- 1.5 In the absence of the Designated Safeguarding Lead we will ensure that we have a member of staff who has the knowledge and skills necessary to deputise.
- 1.7 The Safeguarding Lead for TDET is Jennifer Brassington.
- 1.8 All staff will receive appropriate training during their induction period, and regularly (at least annually) thereafter in order that they are equipped with the skills needed to keep children safe.
- 1.9 Queen Katharine Academy Nursery will always follow safe recruitment procedures so that we can be confident that all adults working in our nursery are safe to do so.

2. Keeping Children Safe – Early Help, Safeguarding and Child Protection

2.1. Responding to Concerns

All children at Queen Katharine Academy Nursery must be able to place their trust and confidence in any adult working in the setting. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

2.2 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality.
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the setting via the MyConcern system or speak to the Designated Person as soon as possible.
- Record, as soon as is practicable (on MyConcern), what was said using the child's actual words.
- Staff should enter the report onto the digital MyConcern system and attach any documents or evidence that is necessary.

2.3 The Designated Safeguarding Lead will:

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether staff have raised any previous concerns.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

2.4 The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Children's Services when there are complex needs or child protection concerns. We will use Peterborough Threshold Document to inform our decision making.

2.5 If a referral to Children's services has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make a full written record of the decision and outcome on MyConcern to be stored in the child's Child Protection record. The nursery will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

2.6 Recognition and response

Owing to the nature of the day-to-day relationship children at Queen Katharine Academy Nursery have with staff; all adults working in the setting are particularly well placed to notice any physical, emotional or behavioural signs which might indicate that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of

another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

2.7 Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- 2.8 All staff will report any concerns to the Designated Safeguarding Lead for Early Help and Child protection and make use of the MyConcern digital reporting system.
- 2.9 All adults working in the nursery will receive regular (at least annual) Safeguarding training in order that their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.
- 2.10 We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:
- Child Missing from Education
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - Bullying including Cyberbullying
 - Domestic Violence
 - Drugs
 - Fabricated or induced illness
 - Honour based violence (including Female Genital Mutilation and Forced Marriage)
 - Gangs and Youth Violence
 - Mental Health
 - Private Fostering
 - Preventing Radicalisation
 - Sexting
 - Teenage Relationship Abuse
 - Trafficking

3. Safeguarding – Providing a Safe Environment

- 3.1 All parents and carers of pupils attending Queen Katharine Academy Nursery must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at nursery. We will do this by:
- Promoting a caring, safe and positive environment within the nursery
 - Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
 - Ensure that our staff is fully inducted and comply with the Academy's staff behaviour/code of conduct policy.
 - Encouraging the self-esteem and self-assertiveness of all children through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not and know who to turn to for help.
 - Working in partnership with all other services and agencies involved in the safeguarding of children
 - Displaying appropriate posters that detail contact numbers for child protection help-lines
 - Always following Safer Recruitment procedures when appointing staff or volunteers to work in our nursery
 - Welcoming visitors in a safe and secure manner
 - Undertaking risk assessments when planning out of school activities or trips

4. Supporting Children

4.1 The nursery recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

4.1.1 Providing curricular opportunities to encourage self-esteem and self-motivation.

4.1.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

4.1.3 Applying the nursery's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.

4.1.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, or Early Help Teams.

4.1.5 Developing productive and supportive relationships with parents/carers.

4.1.6 The nursery recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:

4.2 Children with Disabilities, Additional Needs or Special Educational Needs

4.2.1 We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Nursery staff who deal with children with special educational needs, complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

4.2.2 When the nursery has children with emotional and behavioural difficulties and/or challenging behaviours. The nursery management will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

4.2.3 As part of the curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of learning will be shared with parents/carers so that these skills can be supported at home.

5. Early Help, Safeguarding and Child Protection in Specific Circumstances

5.1 Attendance

We are aware that a child's unexplained absence from school could mean that they are at risk from harm.

- (1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day
- (2) We will always seek to clarify the reason for a child's absence from nursery with the child's parent or carer as soon as is practicable on the first day
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the local authority 'Early Years & Child Intervention team' if we have been unable to confirm the reasons for absence.
- (4) We will always report to the local authority the name of any child who has been newly registered to attend our nursery but does not arrive on the expected day.
- (5) We will always report to the local authority, the continued absence of a child known or thought to have been taken overseas if the child does not return to nursery on the expected return date.

5.2 **Pupil Behaviour**

We will always aim to maintain a safe and calm environment by expecting good behaviour from our children in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

5.3 **Bullying**

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work

that we carry out in nursery to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

5.4 **e-Safety**

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in nursery and teach children how to stay safe when using the internet in their lives out of nursery.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

5.5 **Health & Safety**

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the nursery/Academy premises and when undertaking activities out of nursery under the supervision of our staff.

5.6 **Child Sexual Exploitation (CSE)**

We recognise that child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We will consider the following CSE indicators:

- Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

5.7 **Honour based abuse**

So called honour based abuse encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. We recognise that there is a range of potential indicators that a girl or young woman may be at risk of honour based violence. We are aware that this is a Mandatory reporting duty from October 2015.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through (Gov.UK.) Multi-Agency Practice Guidance.

5.8 Preventing Radicalisation

Queen Katharine Academy Nursery is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote: 1) violence against others 2) hatred towards others 3) undermining the rights of others.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

From 1 July 2015 schools/settings are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The statutory Prevent guidance summarises the requirements on schools/settings in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children’s social care.

6. Working Together with Parents and Carers

6.1 Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from nursery (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)

- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

6.2 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information only on a “need to know” basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

6.3 Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child’s parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children’s Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

6.4 Sharing our Policy

This policy is available to all parents of pupils and prospective pupils via the nursery website and office and can be made available by hard copy on request.

7. ADULTS WORKING WITH CHILDREN

7.1 Safer Recruitment

7.2 All staff and volunteers working with children in our nursery will be recruited safely:

7.3 Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

7.4 Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to a Disclosure and Barring (DBS) check.

7.5 **Applications**

We will ensure that our application form enables us to gather information about the candidate's suitability to work with children by asking specific and direct questions. We will scrutinise all completed application forms. We will not accept CVs.

7.6 **References**

We will not accept open references or testimonials.
We will ask for the names of at least two referees.
We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.
We will follow up any vague or ambiguous statements.

7.7 **Interviews**

We will always conduct a face to face interview even when there is only one candidate.
Our interview panel will always contain at least one member trained in safer recruitment practice.
Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

7.8 **Appointments**

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

7.9 **Induction**

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

7.10 **Continuing Professional Development**

We will ensure that all staff receive regular (at least annual) training in Child Protection.

7.11 **Supervision**

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

7.12 **Allegations**

We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at: [PSCB LADO](#)

7.13 **Dismissal**

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

7.14 **Safe Practice**

We understand that all adults working in or on behalf of our nursery have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our nursery behave in a manner that fosters this relationship.

We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

8. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

8.1 Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Queen Katharine Academy Nursery Management Committee and TDET any weaknesses or deficiencies.

8.2 Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated via:

- Management Committee visits to the Nursery;
- Leadership (nursery and TDET) 'drop ins' and discussions with children and staff;
- scrutiny of attendance data;
- scrutiny of a range of risk assessments;
- monitoring of logs of behaviour and prejudice related incidents;
- review of parental concerns.

8.3 Queen Katharine Academy Nursery Management Group has a duty to remedy any weaknesses that are identified.

8.4 An annual report will be submitted to the Management Group which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with Designated Safeguarding Lead responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers
- Details of any incidents when physical restraint of pupils has been used
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school/setting

- Details of safeguarding and child protection information given to parents
- Details of the safety of the nursery site and the access given to visitors
- Numbers of child protection referrals made to Children’s Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children identified in need of early help support
- Numbers of child who have an Early Help Plan
- Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan

8.5 The Management Committee, Nursery Manager and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

8.65 Our Policy will be reviewed annually with Queen Katharine Academy Nursery Management Committee.

8.7 This Policy was last reviewed on 22/10/2020

This policy was adopted at a meeting of Queen Katharine Academy Nursery Management Group

Held on (date)_____

Signed on behalf of the nursery_____

Name of Signatory_____

Position of Signatory_____