



# Hetton Lyons Nursery School

## Child Protection Policy

### Purpose and Aim

Hetton Lyons Nursery School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Hetton Lyons Nursery School creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

### Introduction

Hetton Lyons Nursery School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to the school's child protection policy:

1. prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.)
2. protection (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Ailsa Higgins or Deputy Designated Safeguarding Lead or the Integrated Contact and Referral Team on 561 7007 directly IF NECESSARY. In certain specific cases such as Female Genital



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Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

3. reconsideration (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no change to a child's circumstances)
4. support (to pupils and school staff and to children who maybe vulnerable due to their individual circumstances )

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- has returned home to their family from care
- is a privately fostered child

(KCSIE 2018)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2018 pages 87 and 88. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2018 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison



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- Child Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- Preventing Radicalisation
- Peer on Peer Abuse
- Sexual Violence and Sexual Harassment
- Additional advice and support

(KCSIE 2018)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

**This policy applies to Hetton Lyons Nursery School's whole workforce.**

### **Framework and Legislation**

Schools do not operate in isolation. Keeping Children Safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Board which includes the partnership of several agencies who work with Children and families across the City.

Hetton Lyons Nursery School is committed to respond in accordance with Sunderland Safeguarding Children Board and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the Impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.



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**Note:** harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person  
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2018 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

### **Roles and Responsibilities for all staff**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff have a



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particularly important role as they are in a position to identify concerns early and provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore it is important that ALL staff, students and volunteers:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to our school's Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1<sup>st</sup> July 2015 for schools, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015 that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors



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so that their views are appropriate and not an opportunity to influence others).

- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Hetton Lyons Nursery School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

### **The Designated Safeguarding Lead**

Hetton Lyons Nursery School has appointed from our SLT Ailsa Higgins. to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2018).



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#### **Role of the Designated Safeguarding Lead**

Governing bodies and proprietors ensure that the school has an appropriate senior member of staff to take lead responsibility for child protection. This person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL has a very detailed role appendix attached.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191 561 7007).

The broad areas of responsibility for the designated safeguarding leads are identified here.

#### **Managing Referrals**

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Support staff who make referrals to the Integrated Contact and Referral Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

#### **Work with others**

- Act as a point of contact with the three safeguarding partners.
- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.



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- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer through Together for Children, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff on matters of safety and safeguarding.

#### Training

The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and



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radicalisation and are confident they have the capability to support SEND children to stay safe online.

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

#### **Raising Awareness**

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

#### **Child Protection File**

- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt.



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- Receiving schools ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving.

#### **Governing Bodies Role and Responsibilities**

Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role.

At Hetton Lyons Nursery School the senior lead Governor/board member for safeguarding is Shirley Sharp

#### **The role of this individual is to:**

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes from Local Safeguarding Children Board's to Safeguarding Partner arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.



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### Availability

- The Designated Safeguarding Lead or deputy are available (during school or college hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements if needs arise.

### Information for Parents

Parents/carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Sunderland Safeguarding Children Board Procedures and inform Integrated Referral Contact Team or Police of their concern.

### Procedures

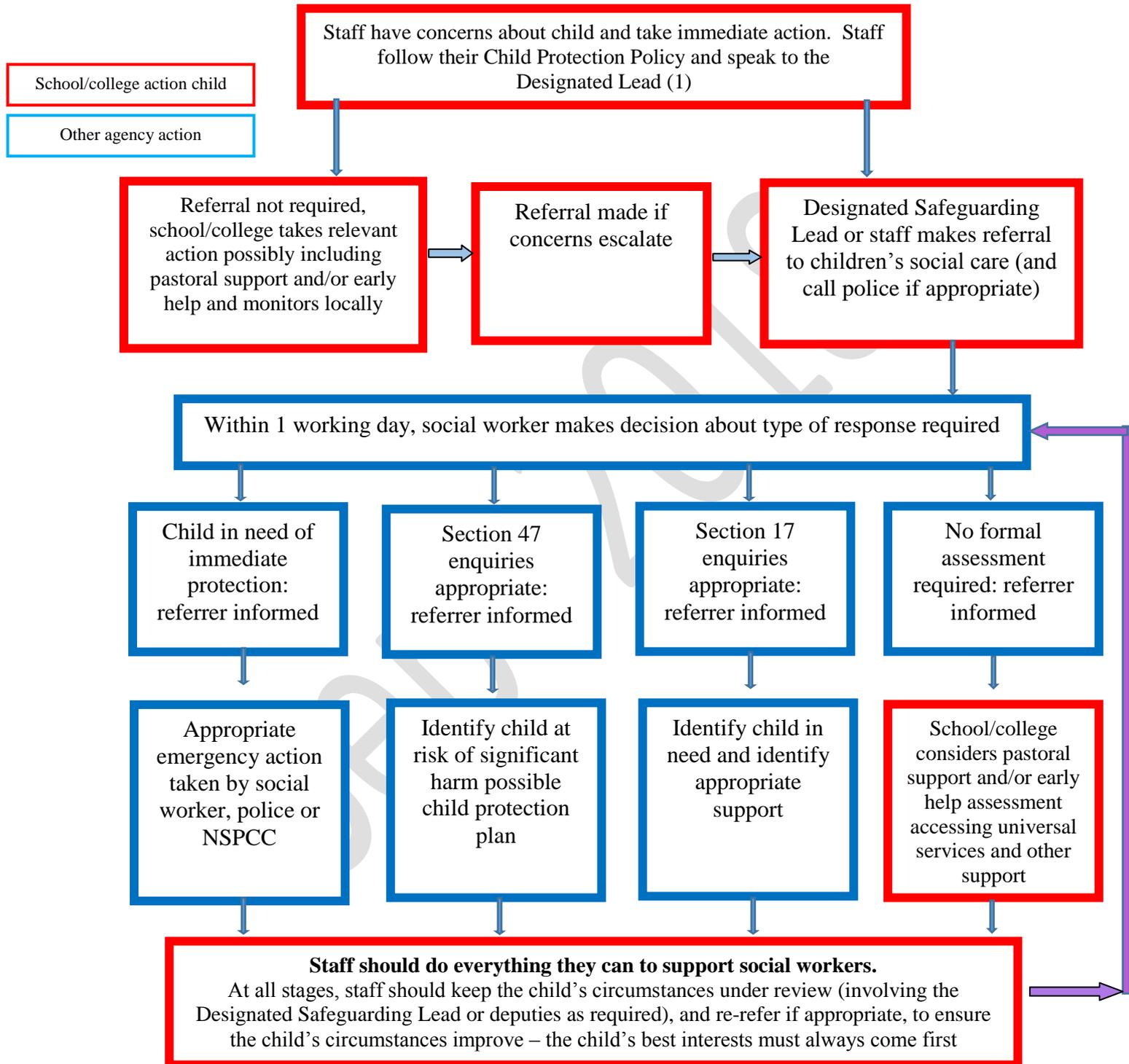
The Designated Safeguarding Lead will be informed immediately by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed



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### ➤ Actions where there are concerns about a child





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#### **Safe Schools/Safe Staff**

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

#### **Whistle Blowing/Confidential Reporting**

Hetton Lyons Nursery school's Whistle Blowing/confidential reporting Policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

#### **Complaints/Allegation Management Towards or with a Child or Adult**

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns about the Headteacher or Principal, this should be referred to the Chair of Governors, Chair of the Management Committee or Proprietor of an Independent School as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer(s) at the local authority. (KCSIE 2018: pg 12)

Consultation without delay with the Designated Officer – Danielle Rose, Tel: 0191 561 3901 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

[www.safeguardingchildrensunderland.com](http://www.safeguardingchildrensunderland.com)

#### **Training and Support**

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); safer working practice document and the designated safeguarding lead and their cover or nominated deputy.

All staff members receive appropriate child protection training which is regularly updated. The Governing Body in consultation decide the frequency and content of this CPD.



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### **Professional Confidentiality**

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Hetton Lyons Nursery School recognises that the only purpose of confidentiality in this respect is to benefit the child. (See Chapter 1 of the Sunderland Safeguarding Children Board (SSCB) Safeguarding Children Procedures ([www.sunderlandscb.com](http://www.sunderlandscb.com))).

### **Records and Monitoring**

Well-kept records are essential to good safeguarding practice. Hetton Lyons Nursery School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the school's Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Safeguarding recording is through paper base and electronically through a secure management system of CPOMS. A child leaving our school, we follow the appropriate transfer procedures and retention guidelines. Electronic recording started from September 2017. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

### **Attendance at Safeguarding Conferences**

In the event of Hetton Lyons Nursery School being invited to attend Child Protection Conferences, the Designated Safeguarding Lead or Deputy will represent the school, to provide information relevant to Child Protection Conference (Initial/Review). Using the proforma in Sunderland Safeguarding Children Board Procedures -which can be found at [www.sunderlandscb.com](http://www.sunderlandscb.com).

### **Supporting Children**

Hetton Lyons Nursery School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Hetton Lyons Nursery School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

Hetton Lyons Nursery School also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.



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Hetton Lyons Nursery School will endeavour to support all its pupils through:

- The curriculum, to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Hetton Lyons Nursery School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools



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and colleges should consider extra pastoral support for children with SEN and disabilities.

Hetton Lyons Nursery School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include;

- **Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the vetting checks (identity qualifications prohibitive order, right to work in the UK), for the workforce who are in regulatory activity DBS, children's/adult barred list and supervision of those who don't meet this requirement. Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments induction and an on-going culture of vigilance. Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school. School Staffing (England) Regulations 2009, Regulation 9: at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in statutory guidance in Keeping Children Safe and Working Together 2018.
- Staff Behaviour Policy (Code of Conduct) Sunderland's Guidance for Safer Working Practices for Adults who Work with Young People. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- Achieving positive behaviour
- Inclusion & Special Education Needs Policy.
- The Schools Educational Visits/Off Site Policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school



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environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.

- Photographic and Digital Imagery Policy with parental consent forms annually signed.
- Administration of Medicines Policy and Procedures with trained staff who manage this.
- Pupils with Medical Needs Policy and implications for your workforce pupils and partnership with parents.
- Attendance Management.
- Missing Children Policy – inclusive of runaways, missing, and missing from education.
- Looked after Children Policy inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the DSL.
- Intimate Care and Care Plan Policy – inclusive of procedure to support pupils who have an accident and either wet or soil need assistance.
- Single Equality Scheme.

**This template was originally developed by members of CAPE (National Group of Education Leads for Safeguarding and Child Protection across the North West/East) Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional needs. In 2014-2018 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools In light of the new statutory DfE guidance 'Keeping Children Safe in Education'. Approved by SSCB policy and procedure sub-group.**

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

CP Referral Form

<https://togetherforchildren.org.uk/professionals/integrated-contact-referral-team>

Data Protection Act 2018



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<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Early help Referral Form

[www.togetherforchildren.org.uk/professionals/early-help](http://www.togetherforchildren.org.uk/professionals/early-help)

Education Act 2002 Section 175

[www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

[https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en)

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

[http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga\\_20000036\\_en.pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)

Keeping Children Safe in Education 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006



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<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Sunderland Safeguarding Children Board Procedures

[www.safeguardingchildrensunderland.com](http://www.safeguardingchildrensunderland.com)

What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

It has been informed by the following legislation and national & local guidance:

Education Act 2002 Section 175

Date to be reviewed

October 2019 (date)

Signed on behalf of the Governors

Name of signatory

Shirley Sharp

Signed on behalf of the Staff

*Ailsa Higgins*

Name of signatory

Ailsa Higgins

Date