

Harrold Pre-School Policies



Safeguarding Children Policy

Designated Safeguard Lead - **Sarah Burrows**

Purpose

Harrold Pre-School recognises that their practitioners will read this policy and work within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <http://bedfordscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2016)
- What to do if you're worried a child is being abused: Advice for practitioners (March 2015)
- Information Sharing Practice Guidance (2015)
- Revised Prevent Duty Guidance: for England and Wales 2015
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Guidance for safer working practices for those working with children and young people in education settings October 2015
- Disqualification under the Childcare Act 2006

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, Pre-School staff are well placed to identify signs of risk and harm.

We recognise that for children, high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children Pre-School may be the only stable, secure and consistent environment in their lives.

We will make all parents/carers aware of the role and responsibilities of the Pre-School with regards to safeguarding and promoting welfare and of the existence of the Pre-School's Child Protection and Safeguarding Policy by ensuring relevant information and contact details are published on the Pre-School website and at the Pre-School. A copy of this policy will be made available to parents/carers upon request.

Harrold Pre-School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedure set down in ***What to do if you're worried a child is being abused 2015***.

We are committed to promoting awareness of child abuse issues throughout our training and learning. We are also committed to empowering young children, through the curriculum, promoting their right to be strong, resilient and listened to.

Aim

We aim to provide a safe, secure, inclusive and consistent environment for all our children regardless of age, race, religion/belief, disability, gender, one in which they feel safe, supported, valued, respected and listened to. For the purposes of this policy, the Pre-Schools working definition of Safeguarding is as follows: "How you help children and young people to feel safe and happy and therefore more able to reach their potential."

We will do this by:

1. Establishing an environment in which children are and feel safe and can learn, develop and have a voice.
2. Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
4. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
5. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
6. Having measures in place to facilitate and promote the safe use of technology
7. Monitoring and reviewing our safeguarding and child protection practices and procedures.

Ofsted's Definition of Safeguarding

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children' 2018:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying including online bullying and prejudice-based bullying
- Racist, disability abuse
- Gender based violence /violence against women and girls
- Honour based violence
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour
- Substance misuse.
- Issues specific to a local population e.g. Female genital mutilation
- Fabricated or induced illness
- Poor parenting
- Other issues that pose a risk to children.

Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's health and safety and well-being including mental health
- The use of reasonable force
- Meeting the needs of children and learners with medical conditions
- Meeting the needs of children with special educational needs and disabilities
- Awareness of the needs of 'Looked After Children' in the school
- Providing first aid
- Intimate care and emotional well-being
- Online safety and associated issues

- Appropriate safeguarding responses to children who go missing from Pre-School, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
- Appropriate arrangements for children visiting attending Pre-School visits (procedures available in other Pre-School policies)
- Appropriate arrangements to ensure children's' security, taking into account the local context

Roles and Responsibilities

We recognise that all Pre-School staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole Pre-School community: all staff, trustees, children and volunteers / visitors working in the Pre-School. The Trustees and Designated Person for Child Protection will have particular responsibility for safeguarding and child protection within the school.

We will:

1. Establish an environment in which children are and feel safe and can learn, develop and have a voice by:

- Ensuring that our buildings and site are secure and that visitors to the Pre-School are properly checked and supervised.
- Having a Health & Safety Policy and procedures and ensuring that they are understood by all Pre-School staff.
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.
- Having policies for dealing with behaviour, bullying and discrimination
- Ensuring that all staff, trustees and regular visitors and volunteers have been made aware of Guidance for safer working practice for those working with children and young people in education settings October 2015 document and work to the guidance contained therein. Consideration will also be given to the relevance of communicating guidance around safe working practices to occasional visitors and volunteers as part of the risk assessment process.
- Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. We encourage this through displays of information such as ChildLine & NSPCC posters & contact details

2.0 Adopt safe recruitment practices to check the suitability of both staff and regular visitors to the Pre-School

We will adopt safer recruitment practices to check the suitability of both staff, regular volunteers and visitors to the Pre-School by:

- Ensuring at least one member of the staff on every recruitment panel has undertaken training in Safer Recruitment
- Ensuring all Staff, Trustees and regular volunteers have undertaken safeguarding checks including DBS checks. Staff will also be required to provide two references with at least one being from a previous employer

3.0 Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- Including opportunities for children to develop the skills they need to stay safe
- Ensuring that children know that they can talk to the Pre-School staff if they are worried

4.0 Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this in adherence with the guidance set down in; Keeping children safe in education (2016); What to do if you're worried a child is being abused Advice for Practitioners March 2015 and Working Together to Safeguard Children (2015) by:

- 4.1 Having a designated person for child protection. This role is currently carried out by Sarah Burrows, who is the Safeguard Lead,
- 4.2 Having a named member of staff to deputise in the absence of the designated person and to provide support to the lead designated person. This role is currently carried out by Georgie Markham.
- 4.3 Providing the time and support for these roles.
- 4.4 Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every two years as a minimum.
- 4.5 Having a nominated Trustee responsible for child protection / safeguarding, who will review our safeguarding and child protection policies, procedures and training regularly. This role is currently carried out by Laura Porter the Committee Chairperson. The role of the Committee Chairperson with regard to Safeguarding includes ensuring:
 - A designated Safeguard Lead has been appointed and trained
 - Training for the Safeguard Lead takes place every 2 years
 - That sufficient time and resources are allocated to the 'Safeguard Lead' to carry out their role effectively
 - The Safeguarding Policy is updated annually
 - A robust safer recruitment practice is in place, including the requirement for all Trustees to have up to date DBS checks.
- 4.6 The Safeguarding Lead will have responsibility for putting processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training as required, or in any case, every year.
- 4.7 Ensuring that every member of staff, volunteer and Trustee is aware of this policy together with other guidance and that they are also aware of their own role in safeguarding/ promoting welfare and of the identity and role of the Safeguarding Lead. Staff are given individual copies of this policy & asked to sign to say they have read it and understand their own role.
- 4.8 Requiring all staff and volunteers, to report any safeguarding concerns, in writing, to the Safeguarding Lead, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through induction, staff meetings and safeguarding training. There are copies of the disclosure form which should be completed where possible, please see Annex 2. These can be found in the Safeguarding file. Even if an individual thinks the concern is minor, the Safeguarding Lead may have more information that together with what is referred may then represent a more serious worry about a child. It is never an individual's decision alone how to respond to concerns, but it is always their responsibility to share concerns, no matter how small.

- 4.9 Enabling the Safeguarding Lead to make decisions regarding the action to be taken following a concern being brought to his/her attention. (Where appropriate, this may follow consultation; for e.g. The Authority's safeguarding advisors)
- 4.10 Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care or the Police Service in accordance with Bedford Borough Inter-Agency Child Protection Procedures
- 4.11 Sharing information (in line with the LSCBs Information Sharing Protocol) with relevant professionals in order to monitor, support and protect children thought to be at risk of harm
- 4.12 Ensuring that where the Safeguarding Lead believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved
- 4.13 Making the Safeguarding Lead responsible for creating and maintaining written records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely with the main child file for easy access, will include a chronology of events. Access to these files is controlled by the Safeguarding Lead
- 4.14 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable children including those with disabilities, minority status and those with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the Safeguarding Lead will seek the consent of parents/carers/child/ (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the preschool or by making a single agency referral or through multi-agency collaboration via the 'Early Help Assessment' (EHA) and Team around the Child/Family (TAC/TAF) process as appropriate
- 4.15 If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving
- 4.16 Ensuring that issues of confidentiality are understood by all teaching and non-teaching staff, volunteers, and visitors including the need not to offer confidentiality in certain situations. This will be communicated through training
- 4.17 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters
- 4.18 Providing advice and support for all staff members who are dealing with a child for whom their concerns are stressful and upsetting
- 4.19 Staff will also be made aware and updated in new areas of concern as they become relevant; in particular Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM)
- 4.20 The Pre-School is enrolled in the RELAY initiative set up by Borough and Constabulary to share information between agencies concerning domestic violence or incidents that have taken place at homes where school pupils live
- 4.21 The Pre-School will ensure that ALL staff are aware of PREVENT (anti radicalisation and extremism)
- 4.22 The Safeguard Lead will ensure that they and key persons work in partnership with parents on child protection matters according to the procedures set out. They will:

- Be clear to parents about their role and why they have to act
- Reassure parents that this is to help them and their child
- Act non-judgementally and transparently
- Be aware of cultural differences, but will not allow cultural assumptions to cloud their assessment of risk nor delay them from taking action
- Use recommended interpreters if needed
- Meet with the parent after strategy meetings or case conferences to check how the parent is feeling and go over the plan
- Provide supervision to staff to ensure that key persons do not over-identify with the needs of the parent over the needs of the child
- Use the assessment framework as a tool to ensure that a clear picture, with the child at the centre, is maintained

4.23 There will be times when child protection strategies do not work and the decision from the investigation is that either criminal charges will be applied or that Social Care apply for a court order to remove a child from parental care. Staff may be called as witnesses, usually by the Social Care Department, but sometimes by the parents themselves. Each case will be dealt with as it arises, and prepared for with full legal support. As a general guide, in the event of being called to appear in court as a witness:

- All staff involved will be supported by the Committee Chair Person
- Child protection records kept by the staff will stand up to scrutiny – that is, they are contemporaneous, (i.e. made at the time of the event happening), are factual, clear and run in date order through the file.

5. Systems in place to respond to allegations of abuse against staff

Allegations may come from a parent, child, colleague or member of the public. It is important to remember that allegations do not always mean that the alleged incidence has taken place; but if there is any likelihood that the allegation is justified then it will be responded to and procedure will be followed. All parents, volunteers and staff in the setting will know how to complain about staff or volunteers. If the complaint is against the Pre-School leader they will know who to refer their concerns to

If an allegation is made that a member of staff is:

- Behaving in a way that has harmed, or may have harmed a child;
- Possibly committing a criminal offence against, or related to a child; or
- Behaving towards a child or children in a way that indicates s/he is unsuitable to work with children

The allegation will be responded to immediately; following initial discussions between the Pre-School Leader and the Committee Chair Person, to confirm details of the allegation and establish that it is not obviously false or unfounded. It must be reported following the same procedure as any other child protection referral, maintaining the involvement of the Committee Chair Person.

If it is likely that the incident has occurred, the following procedures will apply whether there is a police investigation, a child protection inquiry, or a disciplinary process

- All allegations of this nature will be dealt with fairly, promptly and consistently. Every effort will be made to manage the case without delay.
- A record will be made of the disclosure/information that gives cause for concern, along with any supporting information. This will then be entered on the file of the child in question.

- If the allegation refers to more than one child then this will be recorded in the same way and a copy filed in each child's file
- The Local Authority Designated Officer (LADO) will be contacted.
- Parents or carers of the child or children will be told about the allegation as soon as possible. They will be kept informed of the progress of the case, by the Safeguard Lead, Pre-School Leader or Committee Chairperson, as appropriate.
- According to the seriousness of the allegations and the likelihood of them having occurred, the disciplinary procedure will be instigated and the member of staff will be suspended until further advice is received from the investigating body (LADO, and /or the Police).
- When a member of staff is suspended in these circumstances, they will be informed that an allegation has been made against them, and that it cannot be discussed further until the LADO has been contacted. The individual will also be informed that they will normally be invited to a meeting with the Pre-School following contact with the relevant authorities. The member of staff will not automatically be suspended without full consideration of the circumstances, but the safeguarding and welfare of the child/children concerned will remain paramount at all times.
- The decision to suspend the member of staff on full pay may be made by the Pre-School committee
- Ofsted will be informed as soon as possible, they may then carry out their own investigation to ensure that there have been no breaches in registration requirements
- The LADO and/or the Police will continue their investigation. Leaders and staff will cooperate with the process and will obtain timescales for actions being taken by these bodies
- Normally no further disciplinary action other than suspension will be taken against the member of staff against whom the allegations have been made until all investigations are concluded
- It is important to remember that allegations do not always mean that the alleged incident has taken place. The member of staff concerned will be supported and treated with respect at all times throughout the investigation. False allegations are stressful and upsetting, it is important that the member of staff is not judged until the result of the investigation is known
- Following the investigation, if it appears that the allegations are justified then the Pre-School Leaders will instigate the disciplinary procedure in full consultation with the Pre-School Committee
- If a member of staff is dismissed because of a proven or strong likelihood of child abuse or inappropriate behaviour towards a child, the preschool leader/committee chairperson will inform the relevant authorities
- Not all cases arising from allegations of child abuse come to court as there may be insufficient evidence for prosecution. Where it seems likely that, on the balance of probabilities, despite lacking clear evidence, abuse may well have taken place, the Pre-School will be justified in dismissing the individual and referring him/her to the relevant authorities.
- All allegations will be followed through and investigated in this way even if the person involved resigns or ceases to be a volunteer.
- If a reference request is received relating to the staff member, then this will be referred to the committee chairperson

- Where an allegation against a member of staff is proven to be deliberately false or malicious then police action against the person making the false allegation will be considered.

6.0 Support pupils who have suffered abuse or who are otherwise vulnerable where appropriate in accordance with their agreed child protection plan by:

- Maintaining close communication between the Safeguarding Lead and the allocated social worker and ensure the social worker will be informed of any issues that give cause for concern
- Completing all activities as required in accordance with the CPP.
- Closely monitoring any child subject to a CPP or otherwise believed to be at risk of harm including their attendance
- Making the Safeguarding Lead responsible for securely transferring the child's child protection file to the appropriate person when that child receiving school when that child transfers.

7.0 Having measures in place to facilitate and promote the safe use of mobile phones and technology by:

- Operating a personal mobile phone usage policy which stipulates that personal mobile phones cannot be kept on a person or used when in the presence of children, on the premises or when on outings. This includes the mobile phones of staff, visitors and parents who wish to stay for significant periods of time within the setting. If children bring in devices which can be used for recording, then these will be treated in the same way
- Devices used by staff for children's record keeping must only be used in the presence of other staff members, kept on the Pre-School premises and locked away at the end of each day
- All mobile phones will be kept in a secure place throughout contact time with children and be returned to the owner at the end of the session
- Mobile phone calls may only be taken at staff breaks or in staff members' own time in a suitable location where children are not present
- If there is a personal emergency, family or other significant persons may call on the Pre-School's phone. It is the responsibility of staff members to make their families aware of emergency work telephone numbers
- During group outings nominated staff will have access to the setting's mobile phone, which is to be used for emergency purposes only. If possible a phone without a camera or video function will be used
- In addition Harrold Pre-School promotes the wider aspects of children's safety through adherence to the following policies and procedures:
 1. Uncollected child policy
 2. Whistle blowing policy
 3. Missing child policy
 4. Critical incident procedure
 5. Death of a child within the setting.

8.0 Monitoring and updating the safeguarding policy:

This policy will be reviewed by the Chair person and Safeguarding Lead annually to ensure it is kept up to date. It must also be reviewed against the SAF safeguarding policy to ensure it is consistent as required by the Lease.

Annex 1: IMPORTANT

EVERYONE HAS A DUTY TO SAFEGUARD ALL CHILDREN AND PROTECT THEM FROM HARM.

TYPES OF ABUSE:

- PHYSICAL**
- EMOTIONAL**
- NEGLECT**
- SEXUAL**

IF YOU ARE CONCERNED ABOUT A CHILD, WHETHER IT IS A PRE-SCHOOL CHILD, A NEIGHBOUR OR FAMILY MEMBER, YOU CAN CONTACT:-

LOCAL AUTHORITY SAFEGUARD OFFICER (LADO): BEDFORD 01234 276693

MULTI-AGENCY SAFEGUARDING HUB (MASH): BEDFORD 01234 718700

EMERGENCY CONTACT: 0300 300 8123

HOW TO RESPOND TO A DISCLOSURE:

- **Be clear about what the child is saying**
- **Be calm, reassuring but serious**
- **DO NOT ask leading questions or promise not to tell anyone**
- **Record EXACTLY what the child says, child's name, date and time, details of any accident, incident or disclosure.**

According to ***What to do if you're worried a child is being abused*** the forms of child abuse are categorised as:

- Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger,

or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent 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)
 - ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- Domestic Violence As well as the above, we will also investigate incidents of domestic violence where it impacts on children.

Annex 2: IMPORTANT DISCLOSURE FORM

Childs' Name:

Year Group: **Date of Disclosure:** **Time of Disclosure:**

Have you made it clear to the pupil that you have to share this information? Yes No

Childs' address	Parent / Carer address	Parent/ Carer details
		Name: Contact No:
Who was the disclosure made to?		
Where was the disclosure made?		
Who was present during the disclosure?		
What happened prior to the disclosure? (background detail)		

List Exactly What Was Said?

(Continue overleaf)

Date Form Completed: Time Form Completed:.....

Signature:..... Print Name:.....

Once completed this form must be hand delivered to the Designated Safeguarding Person (Sarah Burrows)