

SAFEGUARDING AND CHILD PROTECTION POLICY

Policy Statement

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Practitioners: identify any need for additional support, and keep children safe	Positive relationships are: sensitive and responsive to the child's needs, feelings and interests, and built on key person relationships	Enabling environments: value all people and value learning, and offer support for children to take risks and explore	The framework covers the education and care of all children... including children with special educational needs and disabilities

For the purposes of this policy, we take our definition of safeguarding and promoting the welfare of children from the DfE Working Together to Safeguard Children 2018:

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

Policy

At St Paul's Pre-School, we are committed to safeguarding children's welfare. All staff understand that safeguarding is their responsibility and that early intervention is key. We support children to get the most out of life and to prevent any impairment of their health or development. We are required to ensure that children are safe from maltreatment in a way which respects the child's rights and reinforces the adults' responsibilities to the children.

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Procedures

We will carry out the following procedures and commit to building a “culture of safety” in which children are protected from abuse and harm.

We will ensure that:

- We have a nominated, designated member of staff who will undertake the initial designated member of staff training and subsequent refresher courses every two years – currently this is the Supervisor, Tracey Flanagan.
- We have a member of staff to act in the designated member of staff’s absence – currently this is the Deputy, Natalie White.
- All staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff understand that safeguarding is their responsibility.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children’s social care team or the NSPCC. They receive updates on safeguarding at regular staff meetings.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for all families according to arrangements published by the LSCB and IPEH.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
(See Information Sharing Policy).

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- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns. If sharing concerns puts the child at risk of significant or further harm, we will seek advice from the LADO.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, as set out in the Code of Conduct, including procedures on positive behaviour, use of cameras and mobile phones, whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way. Staff and volunteers understand that the child's needs are paramount, and the needs and wishes of each child should be put first.
- Sharing our values with the children to help them become compassionate, considerate adults who form part of a fair and equal society.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
- We record the statutory information required for each child before their admission, including name, address, gender, date of birth, names of persons with parental responsibility, legal contact and who the child normally lives with. Key Persons will update this information at each appointment and at the point of transition.
- We regularly review the accident book, incident book and any recorded concerns to monitor or identify possible safeguarding issues. (See Health and Safety Policy)

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- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Any images of children are held securely and in a locked filing cabinet when not in use. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present.
- Being aware of signs of neglect and keeping confidential written records of concerns, even if there is no need to make an immediate referral. (See Drop off and collection policy)
- Following up unexplained absences from Pre-School on the second day.
- Being aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs; sexual exploitation of children; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation. Staff all undertake Channel General Awareness training so that they can identify children who are vulnerable to radicalisation and know what to do when they are identified. We will work with local partners such as the Police and the LSCB, to take account of local risks and respond appropriately.
- The designated person completes online Channel and Prevent training to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- Being aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.

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Supervision

We will provide effective management for staff through supervision, support and training. We define supervision as a process which provides:

- Accountability – explaining the actions and decisions of staff
- Support – providing support and structure for staff.
- Assessment – ensuring the quality of the provision
- Development – promoting the knowledge and skills of staff
- Values – developing the shared values of the staff team

Supervision sessions will be in the form of a one-to-one meeting with the Supervisor for each Key Person which will take place each 6-8 weeks throughout the year. We intend to ensure that we create a safeguarding culture in our setting. Staff are provided with clear expectations in relation to their behaviour by collaborating to write a Vision and Values statement and agreeing to the Staff Code of Practice.

We have a responsibility to ensure that all staff are given opportunities to access safeguarding training through West Sussex ECS and LSB. All staff receive induction training to help them understand their roles and responsibilities and we have an ongoing Training and Development Plan.

We review our policy and good practice at regular intervals (INSET) – all staff receive copies of decisions and actions.

We have a responsibility to ensure that staff feel supported in their roles, especially in difficult and sensitive situations. Staff will be supported by the Supervisor or Deputy in difficult conversations and phone calls will be witnessed by another member of staff.

Our procedures for safeguarding children are in line with the West Sussex LSCB Procedures. These procedures are in place to ensure a speedy and effective response for dealing with concerns about the physical, emotional or sexual abuse of children or their neglect.

Child Protection

Ways in which you may become aware of the actual or likely occurrence of abuse:

- A child might tell
- Someone else might report that a child has told them or that they strongly believe that a child has been or is being abused (e.g. another child or parent)
- A child might show some signs of physical injury for which there appears to be no satisfactory explanation

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- A child's behaviour may indicate to them that it is likely that she or he is being abused
- A relationship makes them feel uncomfortable
- Observing one child abusing another

We recognise four main forms of abuse:

- Physical abuse – caused through a deliberate act or through omission or failure to act to protect
- Emotional abuse – treatment which causes severe or persistent adverse effects on emotional development. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. It can involve bullying and cyber-bullying, exploitation or the corruption of children.
- Sexual abuse – taking part in sexual activities or involving children in observing sexual activity, encouraging children to behave in sexually inappropriate ways or grooming a child for abuse (including via the internet).
- Neglect – leading to serious impairment of the child's health or development

Recognising Abuse

Recognising abuse is not easy and it is not our responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. We do, however, have a responsibility to act if we have a concern.

Response to Signs or Suspicions of Abuse

If a child makes an allegation of abuse:

- Stay calm
- Listen carefully
- Do not promise to keep secrets – this information will need to be shared with others – explain this to the child as early on as possible.
- Allow the child to continue at his or her own pace.
- Ask for clarification only and always avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing by telling you.
- Tell them what you will do next and who you are going to tell.
- Record in writing what was said, using the child's own words, as soon as possible. Note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Start an Early Help plan if appropriate.

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- If uncertain, contact the **MASH, 01403 229900** or email MASH@westsussex.gcsx.gov.uk completing a Request for Support Form. This is available at <http://sussex.procedures.org.uk>
- Advice can be obtained, without disclosing names, from the NSPCC – 0808 800 5000
- If the safeguarding concern is urgent, treat it as an emergency and call 999 to contact the Police.

See our further policy, “What to do if you think a child is being abused.”

If the parent/carer presents as being unable to offer safe care

- Be mindful of Staff safety and the safety of the children.
- Assess whether the adult’s needs compromise their ability to meet the child’s basic physical and psychological needs.
- Ascertain whether there is another responsible adult to contact.
- If the safeguarding concern is urgent, contact the MASH straightaway, and the Police if necessary.

See our further policy, Drop off and collection of children

We believe that it is important that all adults working with our children understand that the nature of their work and the responsibilities related to it, place them in a position of trust.

- All staff receive clear advice on appropriate and safe behaviours for working with children. (See Use of Technology Policy and Supervision Agreement)
- All staff, volunteers and students have a duty to disclose any concerns they have about the conduct of other staff, volunteers and students.
- This policy is shared regularly with staff at INSET.

Positive or appropriate touch

We understand that it is necessary for adults to respond to children who are in distress, have emotional needs or communication difficulties with appropriate touch. Touch is a physical response to trauma, distress and emotional need that can comfort, protect and enhance secure relationships. We will create, maintain and monitor a physically and emotionally secure environment for children and adults by ensuring that all physical touch is reasonable, proportionate and necessary.

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ALLEGATIONS AGAINST STAFF

In the event of an allegation being made against a member of staff or volunteer we will: -

- Inform the Local Authority Designated Officer (LADO) for WSCC within one day. Also inform the Chair of the Pre-School Committee and the parents of the child concerned. **LADO – Lindsey Tunbridge-Adams 0330 2223339 The Assistant LADO is Claire Coles**
- Contact **Ofsted, 0300 1234 666**. Ofsted must be informed about any allegations as soon as is reasonably possible and a written report must be submitted within 14 days of the allegations being made.
- Follow advice from Local Safeguarding Officer or LADO.
- If an allegation is made outside office hours we will contact the Social Care Emergency Duty Team or local Police and inform the LADO as soon as possible.
- The member of staff will be suspended for the period of the investigation and will be kept informed of the process involved and its progress and outcomes.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)

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- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

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