



Safeguarding Policy

Neston Preschool Playgroup fully recognises its responsibilities for child protection.

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This policy should be read alongside the following other policies:

- Health and Safety Policy
- Working in Partnership with Parents Policy
- Uncollected Child Policy
- Drug and Alcohol Policy
- E-policy
- Missing Child Policy
- Staff Employment and Induction Policy
- Code of Conduct Policy

All setting policies can be found on our website playgroup@nestonpreschool.org.uk or in the printed policy file in the foyer at the setting.

This document also references the following documents from the Wiltshire Safeguarding Children Board:

- *Revised Multi-Agency Thresholds for Safeguarding Children (December 2014)*
- *Escalation Policy for Dispute Resolution (October 2014)*
- *Working Together to Safeguard Children July 2022*

Neston Preschool Playgroup staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

Settings do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The setting aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

PURPOSE OF THE POLICY

- 1.1 To raise the awareness of all staff of the importance of safeguarding children and of their responsibilities for identifying and reporting actual or suspected abuse
- 1.2 To ensure children and parents are aware that the setting takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- 1.3 To promote effective liaison with other agencies in order to work together for the protection of all children
- 1.4 To support children's development in ways which will foster security, confidence and independence
- 1.5 To integrate a safeguarding curriculum within the existing activities allowing for continuity and progress through all developmental stages
- 1.6 To take account of and inform policy in related areas such as bullying and e-safety

There are three main elements to the safeguarding policy:

1. **PREVENTION** (positive and safe environment, careful and vigilant teaching, accessible support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to children, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

CHILD PROTECTION PROCEDURES AND GUIDELINES

2.1 What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

2.2 What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

2.3 Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at the setting. All adults who work at Neston Preschool Playgroup are expected to support the Safeguarding Policy, with overall responsibility falling upon the Management Committee. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a child or if a child discloses abuse or allegations of abuse.

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Statutory Framework for the Early Years Foundation Stage, September 2021*.

The **Designated Safeguarding Lead (DSL)** is a senior member of staff designated to take lead responsibility for:

- 2.3a Managing all child protection issues (Chair of Committee leads on allegations against staff)
- 2.3b Keep secure child protection plans, write records and reports
- 2.3c Safeguarding policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- 2.3d Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure

- 2.3e Providing advice, information and support to other staff/adults in the setting on safeguarding issues
- 2.3f Understand (and participate in) early help assessments and process for early help
- 2.3g Liaising with the local authority and local safeguarding children board
- 2.3h Working in partnership with other agencies; referrals and support; information sharing
- 2.3i Ensure a culture of listening to children and taking account of their wishes and feelings.

The Designated Safeguarding Lead is: Sue Deane

The Deputy Designated Safeguarding Lead is: Tina Munford

The Designated Safeguarding Lead for Breakfast and/or After School Club is: Michaela Gover

Designated Officer from the Committee is: Lisa Andrews-Heyde

SAFER RECRUITMENT

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified.

- 3.1 We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and we welcome applications from all sections of the community
- 3.2 All staff have job descriptions, which set out their roles and responsibilities
- 3.3 We carry out an enhanced Disclosure and Barring Service (DBS) check with barred list information, ask employees to provide proof of identity, qualifications, right to work in the UK and references. Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children
- 3.4 Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- 3.5 Staff and volunteers are not allowed to work (only under supervision) with the children until their DBS check has been completed and confirmed as acceptable.
- 3.6 All completed checks will be accurately recorded on a single central record.
- 3.7 All staff members including new starters, current committee members and volunteers are required to read and sign a Disqualification declaration form which is then held at the setting in the Single Central Record (SCR) and updated on a regular basis through staff appraisals and 1-2-1 meetings. (Refer to Appendix 1 for more details.)
- 3.8 Safer recruitment training provided as necessary, at least one member of the staff and/or the committee has completed the training.
- 3.9 Volunteers and committee members are given relevant roles and responsibility procedures and informed about our safeguarding policy. A copy of all the settings

policies and procedures can be found on our website and hard copies are available at the setting in the policy file.

STAFF TRAINING AND INDUCTION

- 4.1 The DSL will attend safeguarding training at least once every two years with additional training in between, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- 4.2 The whole-setting staff group will receive safeguarding training annually and notifications of any necessary changes, reminders being made available as required.
- 4.3 All new staff, volunteers and committee members will receive safeguarding induction (included in the Staff Induction Pack) to ensure understanding of the Safeguarding Policy.
- 4.4 The Safeguarding Policy will be provided to all staff –including temporary staff and volunteers- on induction. This policy is also available on line and in the foyer at Neston Memorial Hall. The policy can be found in the folder at the Church for After School Club on Tuesday and Wednesday.

SAFER WORKING PRACTICE

- 5.1 Safe working practice ensures that children are safe and that all staff, volunteers and committee members:
 - 5.1a Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
 - 5.1b Work in an open and transparent way - The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others. When a child needs support with toileting / personal care, the member of staff supporting the child informs all staff so that someone can be called for support if required.
 - 5.1c Work with other colleagues where possible in situations open to question
 - 5.1d Discuss and/or take advice from management over any incident which may give rise to concern
 - 5.1e Record any incident of decisions made
 - 5.1f Apply the same professional standards regardless of gender, race, disability or sexuality
 - 5.1g Be aware of confidentiality policy
 - 5.1h Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
 - 5.1i We adhere to the guidelines set out in the WSCB Social Networking Policy
 - 5.1j Ensure that when a child is on the premises there shall always be a minimum of two members of staff present.

STAFF BEHAVIOUR

All staff abide by the recommendations set out in our Code of Conduct Policy which in addition includes the following:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse

MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

The Allegation Management WSCB flowchart has been included in Appendix 2.

7.1 Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Play Leader Tina Munford who will refer to the appropriate designated officer(s) from the local authority:

Wiltshire Designated Officer: 0300 465 0100

7.2 Any concern or allegation against the Play Leader will be reported to the Chair of Committee without informing the Play Leader.

7.3 Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

7.4 In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

7.5 Neston Preschool Playgroup will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

7.6 Malicious allegations against staff will be investigated and dealt with by the Play Leader and, if appropriate, the management committee.

If you have concerns about a colleague

If staff members have concerns about another staff member or volunteer than this should be referred to the Play Leader.

Where there are concerns about the Play Leader this should be referred to the Chair of Committee.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The setting's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

7.7. We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

WHAT CONSTITUTES CHILD ABUSE AND NEGLECT?

8.1 All adults who work or volunteer with children should be able to identify concerns about child abuse. The four types of abuse, described in *Working Together to Safeguard Children July 2022* are:

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Specific safeguarding issues: Neston Preschool Playgroup recognises other safeguarding issues, a full list can be found on page 142 following the link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

The setting will endeavour to identify and act upon any forms of abuse according to our procedures.

For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 3a & 3b.

EARLY HELP

The *Revised Multi-Agency Thresholds for Safeguarding Children (December 2014)* document aims to inform settings and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need. At Neston Preschool Playgroup, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations from escalating into larger problems. The document can be found on the Wiltshire Safeguarding Children Board (WSCB) website.

Early Help Single Point of Entry: 0300 465 0100

Therefore, the setting will consider the following:

- Undertake an assessment of the need for early help
- Provide early help services e.g. Children's Centre, family outreach worker, breakfast club
- Refer to appropriate services e.g. Child and Adolescent Mental Health Services (CAMHS) etc.

RESPONDING TO DISCLOSURES: GUIDANCE FOR STAFF

If a child wishes to confide in you the following guidelines should be adhered to:

Create a safe environment

- Take the child to a private and safe place if possible
- Stay calm
- Reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell them that you believe them and are taking what is being said seriously
- Tell the child what you are going to do next after the disclosure

Be honest

- Do not make promises that you cannot keep
- Explain that you are likely to have to tell other people in order to stop what is happening

Record on the appropriate form exactly what the child has said to you as soon as possible and include the following into the form:

- Child's name, address, date of birth
- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state

The Child Welfare and Child Protection Concern Sheet is included in Appendix 4a. An overview sheet is also available for quick reference, refer to Appendix 4b for further details.

Be clear about what the child says and what you say

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers

Maintain confidentiality

- Only tell those people that it is necessary to inform

Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead (DSL) so that any appropriate action can be taken to protect the pupil if necessary
- The Designated Safeguarding Lead will consider the information and decide on the next steps.

Add the expectations of your setting once a child has disclosed (e.g. return to class/take time out, support offered etc.).

REPORTING CONCERNS

The ‘What to do’ WSCB flowchart has been included in Appendix 5.

Where any adult in the setting has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy. In exceptional circumstances, staff members can speak directly to Children’s Social Care.

Children’s Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**

Out of hours: **0845 6070 888**

Emergency Duty Services – 0300 456 0100

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on **999**.

Sharing concerns with parents

We follow recommendations in the document *Information Sharing –Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018*.

The setting shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Neston Preschool Playgroup will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them. However there will be some circumstances where the Designated Safeguarding Lead will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

In some circumstances, the Designated Safeguarding Lead will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action.

We encourage parents to disclose any concerns they may have with Neston Preschool Playgroup. We make parents aware of our Safeguarding Policy, which is also available on demand.

Recording concerns

When a concern about a child is raised by an adult in the setting, that person is responsible for making a written record of the disclosure as soon as possible after reporting it urgently to the Designated Safeguarding Lead, or their deputy.

Discussions should be recorded on the child welfare and CP record form (see Template in Appendix 4a), with details of the concern and any agreed action that is to be taken. The records must be signed and dated.

Record keeping of child protection concerns

The setting will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted (see Template in Appendix 4a), including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

Ensure that all child protection records relating to a child who moves to another setting or school are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this setting. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

Information sharing –internal process

Information concerning students at risk of harm will be shared with all members of staff on a "need to know" basis. The Designated Safeguarding Lead will make a judgement in each individual case about who needs and has a right to access particular information.

We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse

committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

MONITORING OF CHILDREN SUBJECTED TO A CP PLAN

12.1 Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

12.2 The setting recognises that children who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The setting will ensure that appropriate support is in place at the setting.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

13.1 For a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore, adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

13.2 Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication
- Learning and processing information
- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

**The SEND service can be contacted on 0300 247 0090 or email;
vcl.wiltshirespa@nhs.net**

FOLLOW-UP SUPPORT OF VULNERABLE CHILDREN

14.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The setting may be the only stable, secure and predictable element in the lives of children at risk. When attending the setting their behaviour may be challenging and defiant or they may be withdrawn. The setting will endeavour to support the children through:

- Key person

- The content of the activities
- The setting's ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- Liaison with other agencies supporting the child such as Children's Social Care, Children's Centres, the SEND team, etc. and where appropriate initiate and/or contribute to a Early Assessment Framework and Team Around the Child (TAC) meetings.

In order to create a culture of safety in the setting, Neston Preschool Playgroup will ensure that safeguarding is a standing item on all meetings agendas.

VISITORS

Definition of Visitors – any persons entering the Preschool Setting during opening hours who are not paid members of staff.

15.1 Professional visitors, such as social workers will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the setting should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the setting will contact the relevant organisation to verify the individual's identity.

15.2 DBS numbers for all professional visitors to the setting will be requested prior to their visit and a record of this kept in the Central Record.

15.3 Visitors are asked to sign the visitors signing in book on arrival to the setting, read and agree to our visitor policy statement and place all belongings including mobile phones in the kitchen. All visitors are required to wear a Visitor Badge for the duration of their visit.

Unexpected Visitors

15.4a Unexpected visitors to the setting, during preschool opening hours, are not allowed access to the building until their identity and business have been verified

15.4b The preschool reserves the right to deny entry to any visitor whose identity and business cannot be verified.

15.4c All visitors are asked to sign the visitor's book, read and agree to our visitor policy statement and sign out when leaving the setting.

15.4d All visitors will be escorted by a member of staff at all times and are not allowed free access within the setting.

15.4e No children are allowed access to the area the visitor may be working in unless accompanied by a staff member.

OFF-SITE VISITS

16.1 Appropriate risk assessments must be in place prior to any off-site visit taking place.

16.2 Safeguarding concerns or allegations will be responded to following the WSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Play Leader, who will pass to Social Care if appropriate. In an emergency, the staff member in charge will contact the police and/or social care.

USE OF MOBILE PHONES, SMART WATCHES AND CAMERAS

17.1 All staff, children and visitors are requested to follow the guidelines set out in our e-policy in regard to mobile phones, smart watches and cameras whilst at the setting

17.2 To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only use the setting equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

17.3 On special events such as Christmas Production, sports day and other fundraising events, we request that if parents wish to take photos, they are predominantly of their own child, and if the photo contains another child we request that these photos are not placed on social media.

KEY CONTACTS

Wiltshire Designated Officer: **0300 465 0100**

Early Help Single Point of Entry: **0300 465 0100**

Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**

Out of hours: **0300 465 0100**
Emergency Duty Services: **0300 456 0100**

The SEND service can be contacted on 0300 465 0100.

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 – (RIDDOR) All incidents can be reported online but a telephone service remains for reporting fatal and major injuries only - call the Incident Contact Centre on 0345 300 9923

(opening hours Monday to Friday 8.30 am to 5 pm) or <http://www.hse.gov.uk/riddor/> for more information

Ofsted - General enquiries 0300 123 1231

Or email enquiries@ofsted.gov.uk

Please note: all changes to the setting, notifiable diseases or incidents will be reported to Ofsted within 14 days.

19. CULTURAL BELIEFS AND FAITH

Child abuse linked to faith or belief is where concerns for a child's welfare have been identified and could be caused by a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child. These concerns should be treated as safeguarding and managed, recorded and reported in accordance with our settings safeguarding policies.

Any abuse that takes place against those who are branded (or labelled) either as a witch or as having been possessed by an evil spirit is unacceptable.

Spotting the signs that this abuse exists can prevent escalation from 'subtle' harms that may often go unnoticed by many to 'extreme' situations where there is loss of life. Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

A range of factors can contribute to the abuse of a child for reasons of faith or belief. Some of the most common ones are belief in evil spirits, scapegoating, attributing bad behaviour to possession by a spirit, a child could be singled out for having physical difference or disability.

20. ABSENT CHILDREN

Should your child be unable to attend the Preschool on their nominated day we ask that you contact the setting by 9am, either by text or phone NOT by email as they do not get read until later that day.

Breakfast Club – needs to be informed of absences by 7am

After School Club – need to be informed by 3pm.

This must be on their first day of absence and subsequently daily.

We have a duty of care to the children and if we do not receive any contact from the parent/carer, we will then contact them. For preschool it is usually at around 10am, for Breakfast Club it will be around 8am and for After School Club around 4pm. Afterschool club parents need to notify if their child does not need collecting from school if they have been sent home from school ill.

Not notifying staff of absences also alters staff ratios.

Regular and punctual attendance is paramount to ensure the children have full access to the curriculum.

Children should be at setting on time, every day they are booked in for unless the reason is unavoidable. Children should arrive no later than 9.15am.

If you child is reluctant to attend, communication between setting and staff will be encouraged. Parents are expected to contact the setting at an early stage and work together with staff in resolving any problems together.

In Preschool, we are trying to get our children ready for Primary School and so it is essential your child attends on time. Registration is at 9.15am and it is necessary for children to be punctual. When children are late it causes disruption to the others and is not providing a good routine for Primary School.

We understand there may be times when you be late due to circumstances beyond your control, such as traffic, transportation difficulties etc. please notify the setting that you are going to be late at your earliest convenience both safely and legally.

We also ask that collection at the end of the day is prompt. Staff have to tidy away the toys etc and get the room ready for Afterschool Club. It also causes emotional distress to children being the last one to be collected. Again, if you are going to be late please let the setting know.

21. POLICY REVIEW

The Management Committee will undertake a 6-monthly review of the setting's Safeguarding Policy and remedy any deficiencies and weaknesses found without delay.

This policy was formulated in consultation with staff and the Management Committee of Neston Pre-school Playgroup and was formally adopted at a committee meeting held on 14 / 11 / 2016. It was reviewed and updated in January 2024.

Signed on behalf of the Management Committee:

Print name Lisa Andrews-Heyde

Role of Signatory Chairperson

Date to be reviewed January 2025

APPENDIX 1 - Disqualification under the Childcare Act 2006 (February 2015)

The Childcare Act 2006, Childcare (Disqualification) Regulations 2009 and the Statutory Framework for the Early Years Foundation Stage September 2021, place separate and additional requirements on educational settings regarding staff and volunteers who will be either working or managing provision for children under the age of 8.

In October 2014 the DfE published 'keeping children safe in education: childcare disqualification requirements – supplementary advice'. We follow the recommended practice stated in the Disqualification under the Childcare Act September 2022 statutory guidance published in March 2015 in regard to Disqualification.

APPENDIX 2: 'Allegations against adults' flowchart

ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN- GUIDANCE FLOWCHART



If you become aware that a member of staff/volunteer may have:

- behaved in a way that **has harmed** a child, or **may have harmed** a child;
- possibly committed a **criminal offence** against or related to a child or
- behaved towards a child or children in a way that indicates they **may pose a risk of harm** to a child



Where a young person discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser



Report immediately to your /a senior manager/safeguarding lead

Unless there is clear evidence to prove that the allegation is incorrect **the manager /safeguarding lead must:**



Report the allegation within one working day to the Designated Officer for Allegations (formerly known as LADO):

Designated Officer (direct line): 01225 713945

Multi-agency Safeguarding Hub (MASH): 0300 456 0108

Out of Hours Emergency Duty Service (5.30pm to 9.00am): 0845 607 0888



The Designated Officer will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history.
2. Decide on next course of action – usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.



If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake an internal investigation).



If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager/safeguarding lead, the Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at www.wiltshirelscb.org

APPENDIX 3a: Definitions and indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 describes some of the signs that might be indicators of abuse or neglect.

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.*

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

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 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.*

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to

express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.*

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation *is a form of sexual abuse where children are sexually exploited*

for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

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 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.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Appendix 3b

Other specific safeguarding issues

Female genital mutilation (FGM) and Forced Marriage

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

Professionals need to be alert to the possibility of a girl being at risk of **FGM**, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Preventing radicalisation

The Prevent Duty Guidance places a duty on schools and registered childcare providers to have due regard to the need to prevent people from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for educational settings to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamic extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support

- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a setting, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

APPENDIX 4a

Child Welfare and Child Protection Concern Sheet

For completion by staff or volunteers when they become aware of child welfare concerns, in accordance with government guidance and the child protection policy. The Designated Safeguarding Lead will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns should usually be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt about this, consult with social care). Please write legibly and do not use acronyms. Exact words must be used even if they may offend.

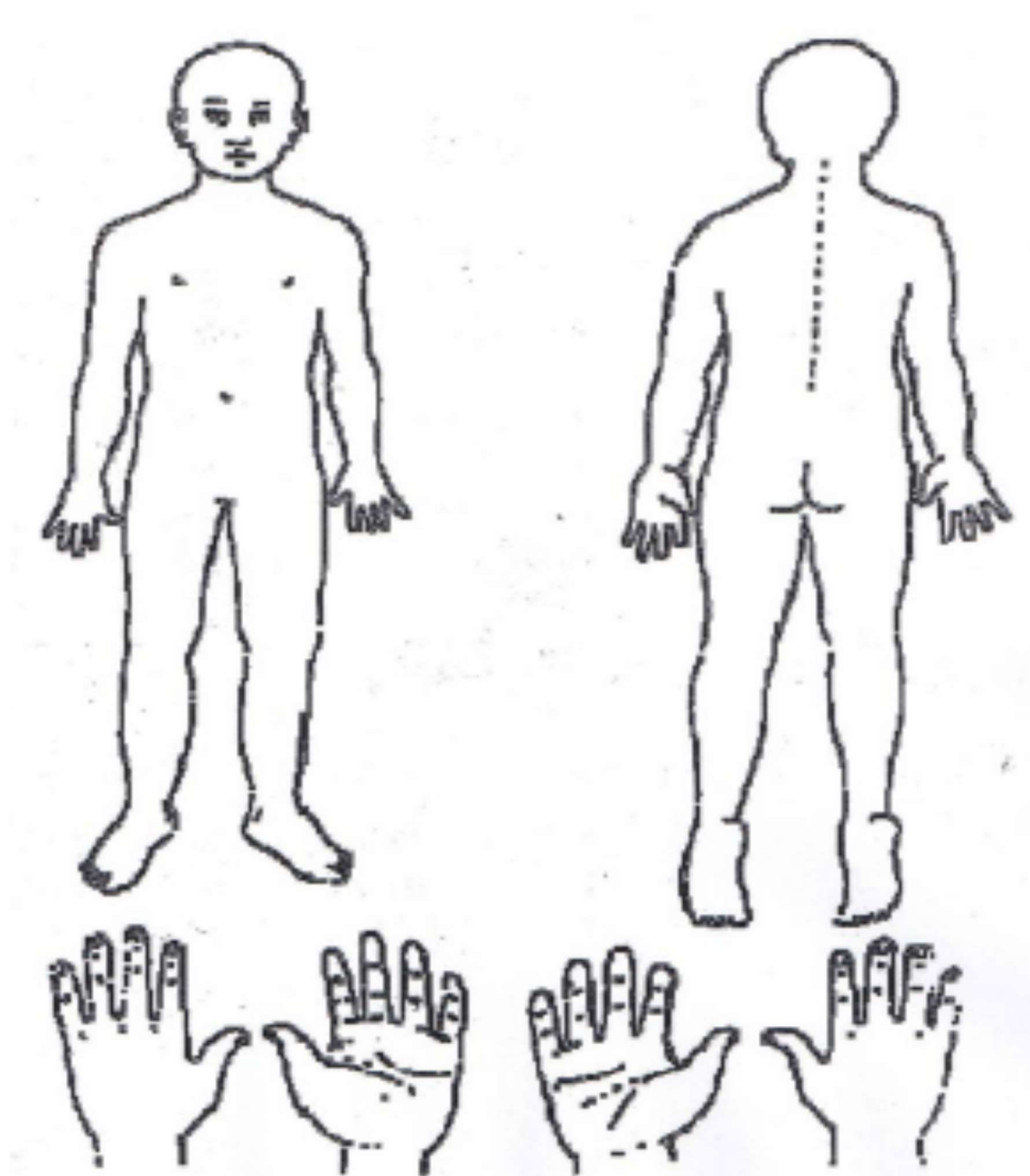
Date of alleged incident		Date/time of disclosure	
Name of child/ren		Class	
Name of person making this record		Role in setting	
Signed as a true record		Date DD/MM/YY	

Nature of concern Attach additional sheet(s) if necessary (include observations as well as professional opinions)								
	Body map used	Yes		No				
Any other relevant information (previous concern, other professionals involved/SEN details etc.)								
Current status with social care (please tick & add name where)	None		Known to social care		Allocated social worker		Child protection plan	

known)								
--------	--	--	--	--	--	--	--	--

Name of Designated Safeguarding Lead reviewing the concern		Initial Action taken		Date	
Further action taken Please also record whether concerns were shared with: <ul style="list-style-type: none"> • parents/carers • MASH and reason(s) why:				Date	
Final outcome				Date	

Body Map			
Date concern noted		Date/time of report	
Name of child/ren		Class	
Name of person making this record (please print)		Role in setting	
Signed as a true record		Date DD/MM/YY	



APPENDIX 4b

SAFEGUARDING OVERVIEW SHEET

(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB: _____

Date file created _____

Nature of concern:

Other known names _____

Address _____

Other family members:
(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held at the setting relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

Name and contact number of Social Worker (Children's Social Care) or CAF details:

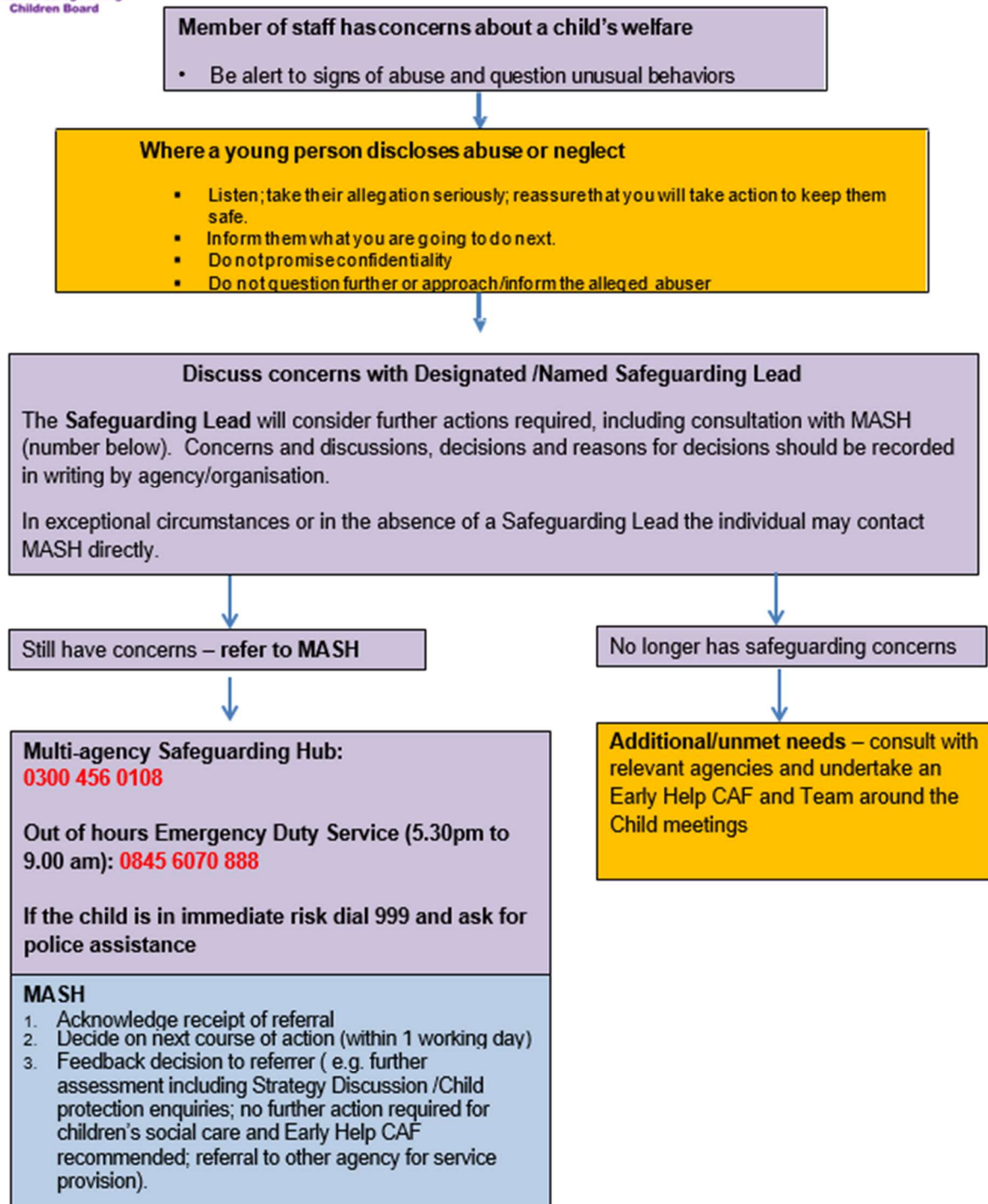
Name and contact number of any other agency workers involved:

Name of lead person responsible for reviewing this record:

APPENDIX 5: 'What to do if you are worried a child is being abused or neglected' flowchart



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



This flowchart is intended for use as a brief guide. Please refer to the ~~DfE~~ Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), www.wiltshirescb.org

Updated January 2018

Appendix 6

The Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers 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'. This duty is known as the Prevent Duty. Here at Neston Preschool Playgroup we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will;

- Provide appropriate training for staff with part of this training enabling staff to identify children who may be at risk of radicalisation
- We will build the children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. As an early years provider the statutory framework for the EYFS set standards for learning, development and care for children 0-5, thereby assisting their personal, social and emotional development and understanding of the world
- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- We will ensure that our staff understand the risks so they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The Key Person approach means we already know our key children well and so will notice any changes in behaviour, demeanour or personality quickly
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The keyperson approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly
- We will work in partnership with our LSCB for guidance and support
- We will build up an effective engagement with parents/carers and families
- We will assist and advise families who raise concerns with us
- We will ensure that our DSO's will undertake Prevent awareness training so they can offer advice and support to other members of staff and committee
- We will ensure any resources used in preschool are age appropriate for the children in our care and that our staff have the knowledge and confidence to use resources effectively

Appendix 7

The Channel/Prevent Referral Process

The Channel/Prevent Referral Process

It is important for you as a practitioner knowing where to go if you did have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process as to which you can follow if you did have a concern of this nature.

