

BEETLEY & DISTRICT PRESCHOOL

Registered as a Charity Number 1029927

CHILD PROTECTION POLICY

At **Beetley & District Preschool** we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- The Protection of Children Act 1999
- Human Rights Act 1998
- Safeguarding Vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2014
- Working together to safeguard children 2018
- What to do if you're worried a child is being abused 2018
- Counter-Terrorism and Security Act 2015 (Prevent Duty Guidance (2015)).
- General Data Protection Regulation 2018
- Information Sharing (2015)
- Norfolk Safeguarding Children's Board (NSCB) guidance
- Early Years Foundation Stage (2017)
- Inspecting Safeguarding in Early Years, School and Colleges (Ofsted 2016)
- Norfolk Threshold Guide

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the 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.

(Definition taken from the HM Government document 'Working together to safeguard children 2015).

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our equality and diversity policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the Preschools other policies and procedures.

The Prevent Duty:

- Sets out our duty to 'have due regard to prevent people from being drawn into terrorism' (The Prevent Duty Guidance 2015). To help us meet this duty we

endeavour through our daily routines and practice, help children understand everybody has a right to make choices, right from wrong, have respect for themselves and others and a tolerance of those with different faiths, abilities, customs and beliefs, (British Values) as set out in our Equality and Diversity Policy.

- We will work in partnership with the police, Prevent Co-ordinator, Channel Policy Practitioner and our Local Safeguarding Children's Board if we have any concerns that an individual may be vulnerable to being drawn in to terrorism or extremism.

(Norfolk Safeguarding Board Prevent Referral and Forms – <https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/crime-and-disorder-partnerships/community-safety-partnership/preventing-radicalisation>)

Policy aims

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

This policy has been written in accordance with the Norfolk Safeguarding Children's Board (NSCB) guidance and the Early Years Foundation stage (2017) requirements.

The preschool is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our first responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The preschool aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Ensure staff understand how to identify early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Norfolk Safeguarding Children's Board
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that children are never placed at risk while in the charge of preschool staff
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children, including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the preschool and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Norfolk Safeguarding Children's Board.

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group.

Contact telephone numbers

Children's Advice and Duty Service – CADS **0344 800 8021**

(Monday – Friday 8am – 8pm)

Emergency Duty Team **0344 800 8020** (out of hours)

Local authority Designated Officer (LADO) **01603 223473**

Ofsted **0300 123 1231**

Non-emergency police **101**

Types of abuse and neglect

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or children. (Working Together to Safeguard Children' 2015).

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.
- Regularly absent from the setting.
- Some of the high risk factors within the family have been observed.
- The child has spoken about experiences which may give cause for alarm.

Physical abuse:

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, 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.

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

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 the children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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.

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

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.

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse they may be experiencing the

procedure stated later in this document under 'recording abuse suspicions' will be followed.

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, 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)*
- *Ensure access to appropriate medical care or treatment.*

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

Action should be taken if the staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at preschool unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them). Arriving at preschool in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at preschool. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Child Sexual Exploitation* - a form of abuse in which young people are tricked or pressured into taking part in sexual activity in return for something – like attention, love, food, shelter, cigarettes, drugs, alcohol, gifts or money.

Domestic Violence* - any incident or pattern of incidents of controlling (is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of means needed for independence, resistance and escape and regulating their everyday behaviour), coercive, threatening behaviour (an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim), violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological

- Physical
- Sexual
- Financial
- Emotional

Female genital mutilation (FGM)* ; a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. It is sometimes referred to as female circumcision, or female genital cutting. The practice is medically unnecessary, is extremely painful and has serious health consequences, both at the time when the mutilation is carried out, and in later life. FGM of girls is to be considered as child abuse. Certain ethnic groups practise this type of physical abuse as a cultural ritual and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. For those nurseries caring for older children in their out of school facility this may be an area of abuse you could come across. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse.

Child Protection Procedure if you have concerns about a child:

Your first responsibility is to the child and you have a duty in law to take action if you suspect a child may be suffering.

You will not have to cope alone and support and advice is available from the settings **Safeguarding Lead Practitioner (SLP); Diane Calvert, Deputy Safeguarding Lead Practitioner (DSL); Emma Ellis** and advisor from Preschool Learning Alliance and Momentum.

If you become aware or suspicious of child abuse, the following procedures should be taken:

1. Remain calm.
2. Gather any relevant information or observations and at the first opportunity record it on '*Recording for safeguarding concerns*' form (appendix 2), making sure the following information is included:
 - The child's full name
 - The child's address
 - Date of birth and age of the child.
 - Date and time of the observation or the disclosure.
 - Exact words spoken by the child
 - Exact position and type of any injuries or marks seen. (Indicate if a body map has been completed to show where the injuries are).
 - Exact observation of any incident including any other witnesses
 - Name of adult who has the concern and their role in the setting
 - Name of the person to whom any concern was reported, with date and time and the names of any other person present at the time.

- Any discussion held with the parent(s) (where deemed appropriate).
- Name of any other persons who witnessed the injury
- If the incident had happened before and action taken
- Name of the person information is being passed on to and date.

Adults should:

- *Be supportive to the child, letting them know that they will be taken seriously and your first responsibility is to ensure that they are kept safe from harm.*
 - *Listen carefully and let the child go at their own pace in their own way by not interrupting them and allowing them the time and opportunity to say what they have to in their own words.*
 - *Tell the child that you will have to pass the information on if, it is something that makes you think the child is unsafe or at risk.*
 - **Never** *make any promises to keep what they are telling you a secret.*
 - *Always use the words that the child said, never interpret what was said or put it in your own words. Record what was happening immediately before the child spoke to you.*
3. Pass the information straight to the SLP or in her absence the deputy. If neither are available you can contact the Committee Chairperson.
 4. If safe to do so share concerns with the parents. (This should not be done if by doing so puts the child at further risk of harm.)
 5. **CONFIDENTIALITY MUST BE KEPT AT ALL TIMES.**
 6. All records will be kept in a locked draw in the small filing cabinet. The keys to the draw will be held by the SLP and deputy
 7. The SLP will follow the referral process set out in the flow chart below.
 8. If the SLP does not share your concerns and does not act on your concerns, you should ring **CADS** on **0344 800 8021** to discuss your concerns. Make a record of the conversation. Parent's consent should be obtained unless by doing so you feel it will put a child at risk or undermine the investigation into a serious crime. Reasons for not seeking consent should be clearly stated when speaking to CADS and recorded on preschool records. (Information taken from – www.nscb.norfolk.gov.uk October 2018)
 9. If you have concerns about another adult in the setting follow the procedure set out in the whistle blowing policy (appendix 4).

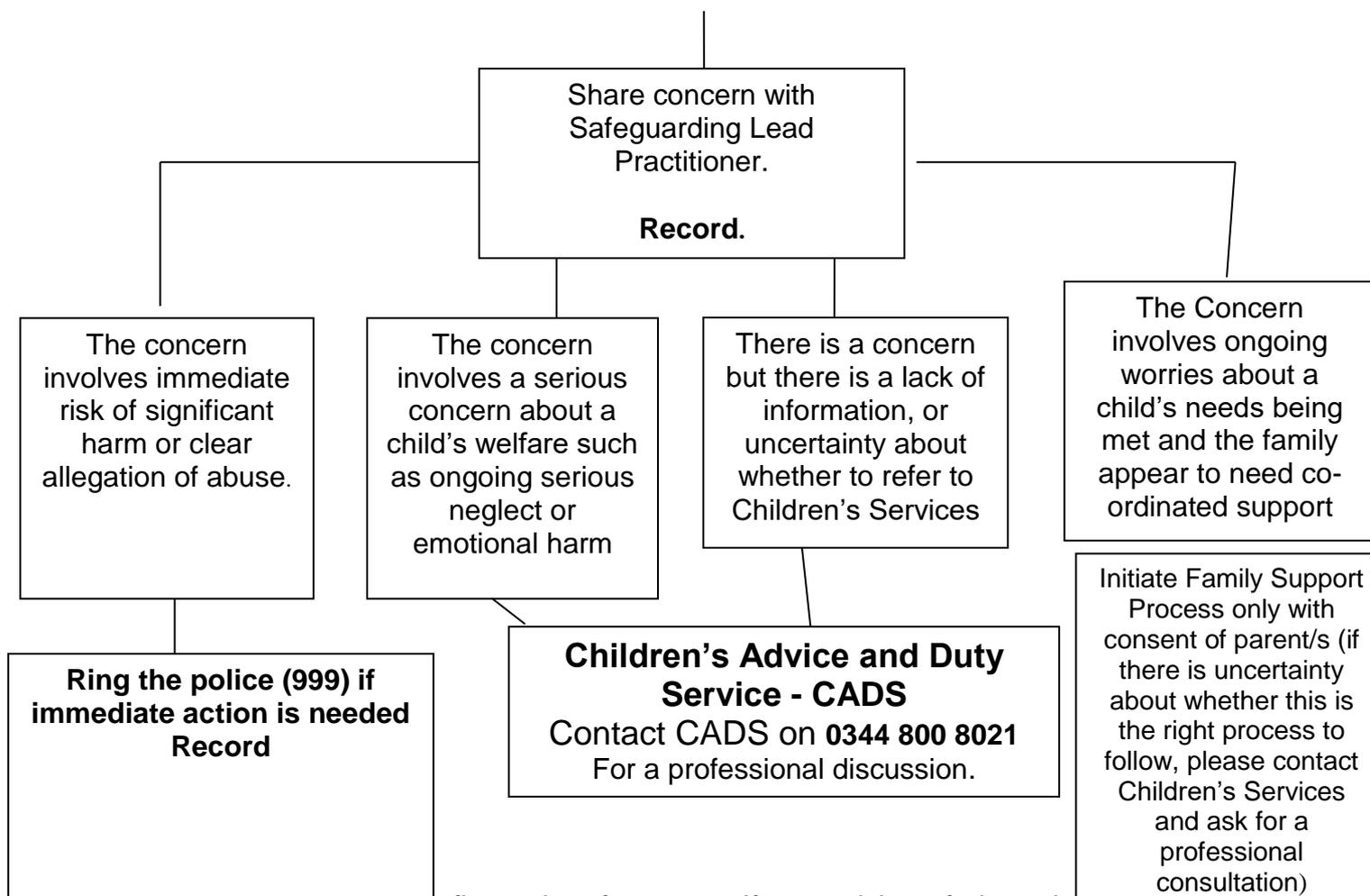
**For more information refer to 'Safeguarding In Early Years and
Childcare' guidance folder or visit**

www.nscb.norfolk.gov.uk

What to do if you have a concern about a child

An adult has a concern about
the safety/welfare of a child.

Record



Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LSCB/ local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

Confidentiality

All adults working in the setting either paid or unpaid will ensure that all concerns will be dealt with in a **confidential** manner, only sharing the information with the settings Safeguarding Lead Practitioner (SLP), **Diane Calvert** or Deputy Safeguarding Lead Practitioner (DSLPP) **Emma Ellis**, the committee chair person, **India Bonnett** and any other relevant person who needs to know in order to protect the child in line with guidance from the LSCB

Information about a child will only be shared when it is in the child's interests to do so. Any information that is shared will be proportionate to the perceived risk and

informed consent from parents will be obtained, unless where doing so will expose the child to risk of harm or further harm.

Records will be kept in a secure locked draw in the settings office, which will only be accessible to the settings SLP or DSLP.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the preschool to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We do not allow volunteers to be alone with children or any other adult who may be present in the preschool regardless of whether or not they have a DBS clearance.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the preschool. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's services team, the Local Safeguarding Children Board (LSCB) and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have a named person within the preschool who takes lead responsibility for safeguarding and co-ordinates child protection and welfare issues, known as the Safeguarding Lead Practitioner (SLP). The preschool SLP liaises with the Local Safeguarding Children Board (LSCB) and the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field.

The Safeguarding Lead Practitioner (SLP) at the preschool is: **Diane Calvert**

- We provide adequate and appropriate staffing resources to meet the needs of all children
- Applicants for posts within the preschool are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from working with children
- This information is also stated within every member of staff's contract
- We request staff to complete a declaration form at every supervision confirming that they are still suitable to work with children.

- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us.
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- We have procedures for recording the details of visitors to the preschool and take security steps to ensure that we have control over who comes into the preschool so that no unauthorised person has unsupervised access to the children
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- The deployment of staff within the preschool allows for constant supervision and support.

Parents and carers

- We believe that children benefit most when we work in partnership with their parents. We endeavour to build strong professional relationships with parent/carers, to achieve a two-way communication system to share information that we use to promote the protection and welfare of the children in our care. Parents/carers whose children attend the setting will receive an admissions folder that contains copies of our Safeguarding, Child Protection, Making Concerns Known, Equal Opportunities, Admissions and Operation of Waiting List, Promoting Positive Behaviour, Fees and Charges, Special Educational Needs and Administration of Medicines policies. These policies and others can also be found on our settings website (**beetley-preschool.org**) or extra hard copies can be obtained from the setting. A hard copy of our Child Protection, Safeguarding, Behaviour and Complaints policies are also in the foyer for parents to access at any time.
- We ask that parents/carers complete the admissions form and All About Me form before the child starts at our setting, to ensure we are able to meet their needs.
- A home visit will be offered and the opportunity for them to visit the setting will be offered on inquiry. Staff will use these times to gather as much information

as possible about the child and family to ensure we have everything in order before the child's first day.

- Staff will be available before and after sessions for informal chats. For more formal meetings parents/carers can arrange a time convenient to them and termly consultations will be held for staff and parents to review and monitor the child's progress.
- We share information about accidents and injuries that happen within the setting by completing an accident form for parents to see, sign and receive a copy of.
- We expect parents to inform us of accidents that happen at home and where an injury has occurred, parents will be asked to complete a form giving information on how the injury happened.
- We share information informally on a daily basis, formal meetings with parents/carers, through our website, the registration pack, monthly newsletters, parent consultations, information on our notice boards such as the Ofsted 'Parents' poster and our Duty of Care poster.
- We will continue to welcome the child and the family whilst enquires are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Allegations procedure if you have concerns about an adult

EVERYONE HAS A RIGHT TO MAKE A REFERRAL TO MASH IF THEY ARE WORRIED ABOUT A CHILD.

Allegations against adults:

Any concerns about another colleague's behaviour must be reported to **Diane Calvert** as set out in the settings Whistle-blowing policy (appendix 4). All concerns voiced will be taken seriously and treated sensitively and confidentially.

In the event that allegations are made against staff, volunteers or students, regarding abuse of children in their care, this person will be suspended immediately with full pay, whilst investigations are ongoing. They will be reinstated after the enquiry provided no evidence is found.

The procedure for formal disciplinary action outlined in the **DISCIPLINARY PROCEDURES**, covered in the **RECRUITMENT OF AND SELECTION OF STAFF, EMPLOYEE AND EMPLOYER RIGHTS AND OBLIGATIONS** will be implemented if **any** allegations are made.

Allegations against staff must be reported to the Local Area Designated Officer (LADO) and also to Ofsted.

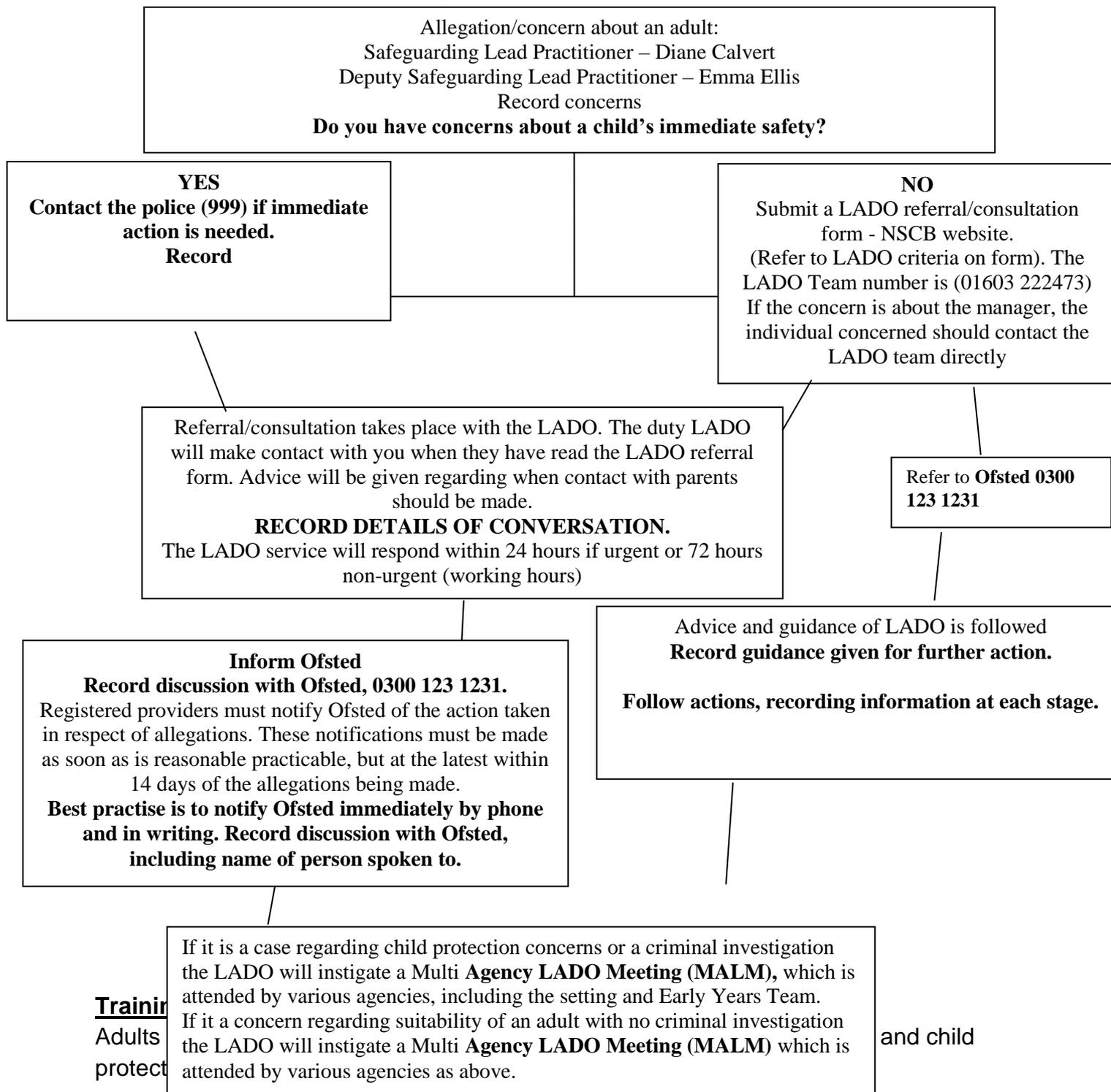
Reporting to LADO.

1. Complete a LADO referral or consultation form. These can be found on the Norfolk County Council website www.norfolkscb.org under "People working with children" - 'How to make a referral'
2. The Duty LADO will contact the pre-school once they have read the completed form.

LADO contact details 01603 223473, LADO Unit 1, Whiting Road, Norwich, NR4 6DJ

An adviser from Preschool Learning Alliance and Momentum will **SUPPORT STAFF AT ALL TIMES.**

The flow chart below shows the process that will be followed, and is displayed in the foyer along with the Ofsted 'Parents' poster.



All those whether paid or unpaid will receive as part of their induction in-house training on our settings policy and procedure with regards to safeguarding and will also attend an Introduction to Child Protection course run by Norfolk County Council in line with NSCB guidance, which they will be expected to attend every three years.

In house training will keep staff up to date with any changes and new legislation with regards to safeguarding and staff will have the opportunity during staff meetings to discuss the safeguarding policy and procedures.

The supervisor and deputy supervisor; will also attend Safeguarding Lead Practitioner training, Safer Recruitment training and NSCB Multi-agency training. Staff who have attended 'Safeguarding Lead Practitioner' training will attend a refresher course every three years.

The committee chair and committee members will attend Safeguarding Training for Committees and Safer Recruitment training.

Other relevant policies:

A list of other policies that are associated with Child Protection can be found in our Safeguarding policy