

BEETLEY & DISTRICT PRESCHOOL

Registered as a Charity Number 1181636

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) 2023
- 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 (2018)
- Norfolk Safeguarding Partnership (NSCP)
- Early Years Foundation Stage (2023)
- Ofsted Education Inspection Framework (2023)
- Norfolk Continuum of Need Guidance(2023)

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). The Prevent strategy has three specific objectives: 1 - to respond to the ideological challenge of terrorism and the threat faced from those who promote it, 2- prevent people from being drawn

into terrorism and ensure they are given appropriate advice, 3 - support and work with sectors and institutions where there are risk of radicalisation.

- **Extremism** is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- To help us meet this duty staff undertake training either in house, using Educare or other suitable training bodies, to gain an understanding about Prevent duty and what signs may trigger concerns about a person or family. This training is renewed every three years.
- We will work in partnership with the police, Prevent Co-ordinator, Channel Policy Practitioner and our Local Safeguarding Children Partnership (NSCP) if we have any concerns that an individual may be vulnerable to being drawn into terrorism or
- Where a member of staff has a concern, they will first speak to the settings Safeguarding Lead. If it is deemed necessary the concern will be referred to Norfolk Safeguarding Children Partnership (NSCP) and the local Channel panel.
- A Prevent referral form will be completed and sent to prevent@norfolk.pnn.police.uk
- We will log the referral in the child's file and follow up if we have not heard anything within 2 weeks of making the referral. The file will be marked with a red dot so that we know that there has been a referral
- we endeavour through our daily routines and practice to 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.

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 Partnership (NSCP) guidance and the Early Years Foundation stage (2023) 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
- For staff who have been absent for long periods of time we ensure they receive refresher training following the same lines as the induction training they receive when they first start.
- 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 Partnership (NSCP)
- 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 Partnership (NSCP)

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)

NCC Education, Quality Assurance & Intervention Service **01603 307797**

Local authority Designated Officer **E mail LADO@norfolk.gov.uk**

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' 2018).

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 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 (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), Abigail Jenkins; Deputy Safeguarding Lead Practitioner (DSL), Hollie Durrant** and advisor from Early Years 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.

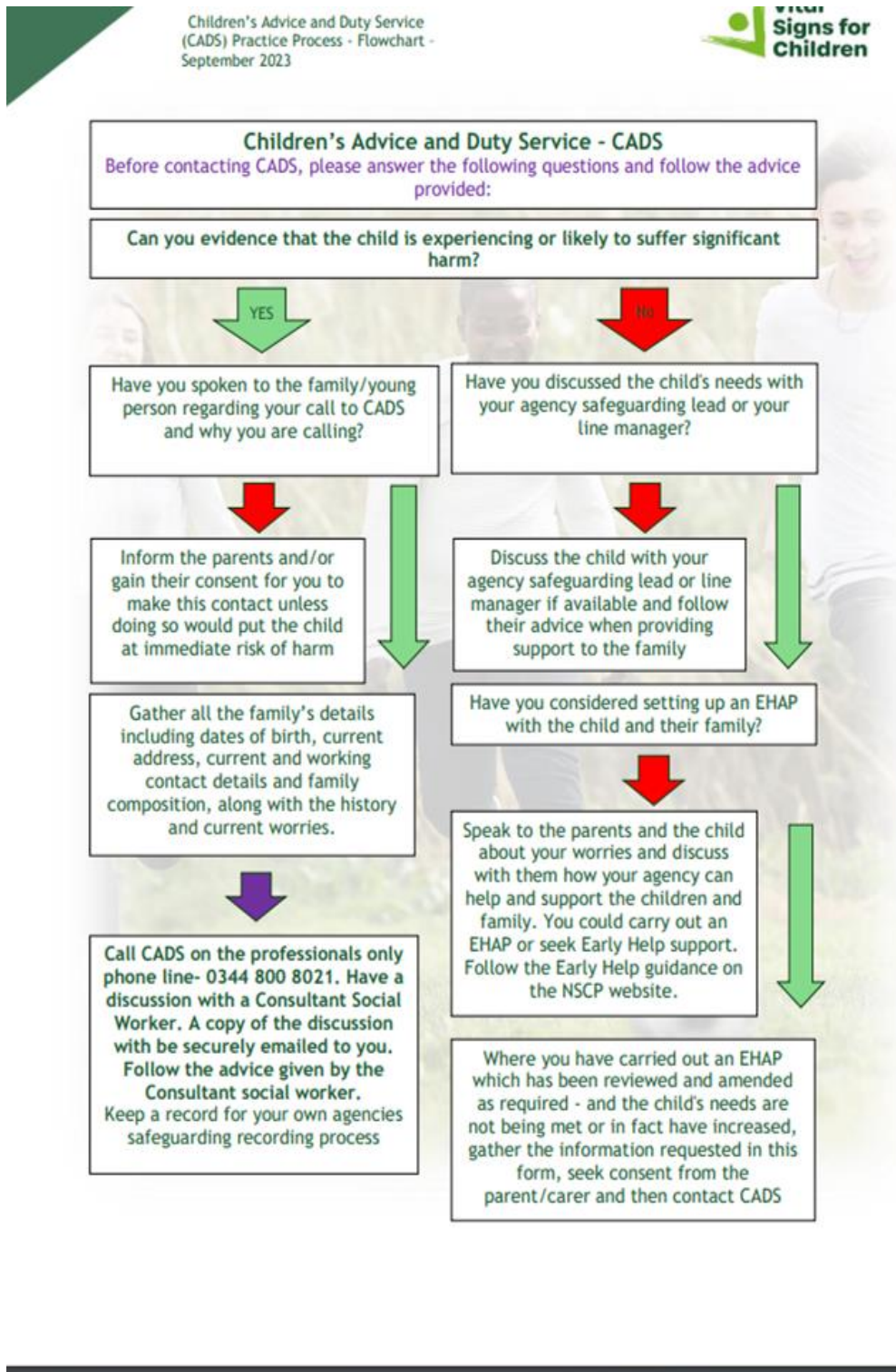
Adults should:

- *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*
1. Pass the information straight to the SLP or in her absence the deputy. If neither are available you can contact the Committee Chairperson.
 2. 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.)
 3. **CONFIDENTIALITY MUST BE KEPT AT ALL TIMES.**
 4. 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
 5. The SLP will follow the referral process set out in the flow chart below.
 6. 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 – <https://www.norfolkscb.org/> October 2023)
 7. If you have concerns about another adult in the setting follow the procedure set out in the whistle blowing policy (appendix 4).
 8. If the child has moved out of the area to another County the setting SLP would contact NSCP for advice.

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

<https://www.norfolkscb.org>

What to do if you have a concern about a child



Informing parents

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), **Abigail Jenkins** or Deputy Safeguarding Lead Practitioner (DSL) **Hollie Durrant**, the committee chair person, **Laura Cross** and any other relevant person who needs to know in order to protect the child in line with guidance from the NSCP.

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 Norfolk Safeguarding Children Partnership (NSCP) 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 Norfolk Safeguarding Children Partnership (NSCP) 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: **Abigail Jenkins**

- 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.
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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 on the FAMLY app for parents to see immediately .
- 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, half termly 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 CADS IF THEY ARE WORRIED ABOUT A CHILD.

Allegations against adults:

Any concerns about another colleague's behaviour must be reported to **Abigail Jenkins** 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.

Reviewed and adopted at meeting 15th January 2024
Version 5

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 preschool once they have read the completed form.

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

An adviser from Early Years Alliance and Momentum will **SUPPORT STAFF AT ALL TIMES.**

Follow the link for more information:

[How to Raise a Concern | Norfolk Safeguarding Children Partnership | PWWC
\(\[norfolkscb.org.uk\]\(http://norfolkscb.org.uk\)\)](https://www.norfolkscb.org.uk/how-to-raise-a-concern)

Training

Adults will receive regular training to keep them up to date on safeguarding and child protection procedures.

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 NSCP 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 NSCP 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

Appendix 1		
Role in setting	Name	Responsibilities (see list below)
Committee Chairperson.	Laura Cross	To ensure: Steps 1, 2, 3, 4, 5,6,7,8,9,10,11,12
Manager/ Supervisor	Abigail Jenkins	To ensure: Steps 1,2,3,4,5,10, 11,12, 13,14,15,16,17
Safeguarding Lead Practitioner	Abigail Jenkins	To ensure: Steps 1,2,10,11,14,18,19,20,21,22,23,24,25,26,27,28

Appendix 1		
Deputy Safeguarding Lead Practitioner	Hollie Durrant	To ensure: Steps 1,2,10,11,14,18,19,20,21,22,23,24,25,26,27,28
Responsibilities	To ensure: <ol style="list-style-type: none"> 1. That the settings Safeguarding policy and procedures and guidance are in place, in accordance with local and national guidance/legislation. 2. That the above policies; are available to staff, parents/carers, students, volunteers and regular visitors and are understood and followed. 3. The policy is reviewed and updated on a least an annual basis and any changes are made during the year in light of staff changes and changes in local and national guidance/legislation. 	

- 4. Safer recruitment procedures are in place followed and kept up to date. Disclosure and Barring Service (DBS) checks for all adults are maintained. A record of evidence that the DBS check has been done is kept on a single central record and securely stored in the setting.**
- 5. Procedures for managing allegations and concerns raised about adults are in place, understood and followed in line with Local Authority Designated Offer (LADO) guidance**
- 6. An identified member of the committee takes responsibility for safeguarding and attends training.**
- 7. A senior member of staff is identified as the Safeguarding Lead Practitioner (SLP) to take a lead responsibility for safeguarding children within the setting and has the time and resources to carry out the role.**
- 8. A deputy is nominated to fulfil the role in the absence of the SLP. Contingency plans are in place to ensure that child protection concerns are dealt with at all times.**
- 9. The SLP & DSLP are supported to ensure that safeguarding practice is in accordance with policies and procedure and attend relevant training.**
- 10. Induction of staff, students, volunteers and regular visitors takes place and they attend relevant training.**
- 11. Staff students, volunteers and regular visitors have opportunities to discuss safeguarding policy and practice.**
- 12. Any action resulting from an allegation against a member of staff is acted upon in a timely manner including following the setting's disciplinary procedure.**
- 13. Current contact details for the management of allegations against adults are clearly displayed**
- 14. Current contact details for making child protection referrals are clearly displayed together with basic information about the referral process.**

- 15. Model and promote safe working practice and challenge where necessary.**
- 16. Day-to-day running of the setting is effective and the safety and wellbeing of children prioritised.**
- 17. Staff, students and volunteers are able to raise concerns about poor or unsafe practice and have their concerns addressed in a sensible, effective timely way.**
- 18. Demonstrate high standards or working practice.**
- 19. Safeguarding practice within the setting is in line with all relevant legislation, Norfolk Safeguarding Children Partnership (NSCP) guidance, and setting procedures and policy.**
- 20. Safeguarding information is cascaded to staff and support is available as appropriate through information sharing e.g. staff meetings and supervision.**
- 21. Safeguarding concerns about any adult working in the setting are reported to the manager.**
- 22. Parents/carers understand the setting's responsibilities relating to safeguarding.**
- 23. They make child protection referrals in line with NSCP procedures and setting policy.**
- 24. Represent the setting at multi-agency meetings concerning individual children and complete reports and other relevant paperwork in line with NSCP.**
- 25. Make informed decisions about who will talk to parents and when it is appropriate.**
- 26. Support staff to maintain respectful relationships with parents.**
- 27. Maintain accurate safeguarding records and store them appropriately.**
- 28. Establish effective relationships with other agencies including health and establish liaison as appropriate with regard to safeguarding.**

Beetley & District Preschool

Recording form for Safeguarding concerns

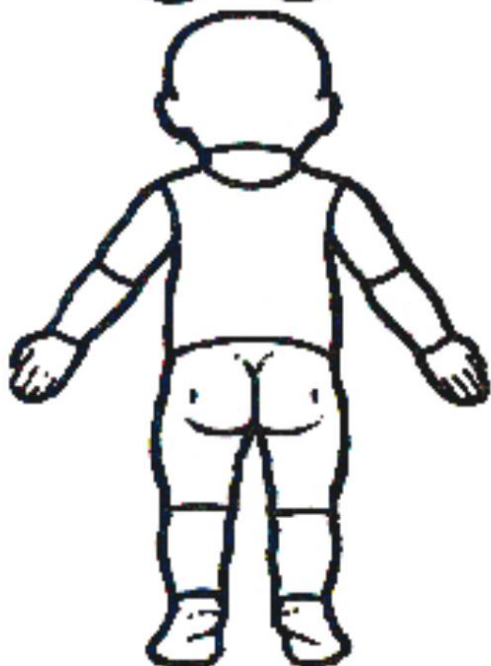
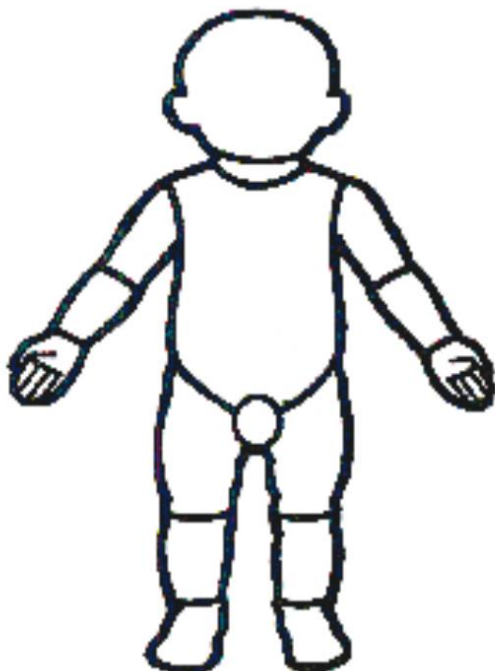
Staff, students, volunteers and regular visitors are required to complete this form and pass it to **Abigail Jenkins**, if they have a safeguarding concern about a child in our setting.

Full name of child	Date of Birth	Your name and role in the setting

Nature of concern/disclosure	
Please include where you were when the child made a disclosure or you became concerned, what you saw, who else was there, what the child said or did, and what you said.	
Was there an injury? Yes/No	Did you see it?
Yes/No	
Describe the injury:	
Have you filled in a body map to show where the injury is and its approximate size? Yes/No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Yes/No	
Yes/No	
Who are you passing this information to? Name:	Date:

Name

Date of Birth



Date

Name

Signature

Appendix 4

BEETLEY & DISTRICT PRESCHOOL

Registered as a Charity Number 1181636

Whistle Blowing Policy

Definition

Whistle blowing is raising a concern about malpractice within an organisation. It is primarily for concerns where the interests of others or the organisation itself is at risk. Whistle blowing is very different from making a complaint.

Policy Statement.

Beetley & District Preschool is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment we encourage employees, volunteers and others with serious concerns about any aspect of the pre-school practice to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis. This policy makes it clear that employees can do something without fear of reprisals. It is intended to encourage and enable employees to raise any serious concerns they may have.

Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for the safety and well-being of all children attending the setting and this is a priority over loyalty towards colleagues.

The Aims of this policy is:

- . Encourage and enable individuals to raise genuine and legitimate concerns.
- . Support staff to take an active role in the elimination of poor practice.
- . Ensure all concerns are appropriately investigated.
- . Protect those making the complaint from victimisation or retaliation.

Procedures:

In addition to the whistle blowing policy, the setting has other policies and procedures covering discipline, grievance and complaints. This policy is intended to complement these and to cover concerns that fall outside the scope of other procedures. The management/committee will investigate promptly and thoroughly, all concerns raised in accordance with this policy and will take appropriate action.

Confidentiality:

- The management/committee will do it's best to protect a person's identity when a concern is raised. However, in some circumstances identities will have to be revealed to the person complained against and the complainant

may be asked to provide written or verbal evidence in support of their complaint.

- If a person's identity is to be disclosed, he or she will be told before the disclosure and the reasons why the disclosure is necessary.
- Having raised the concerns the management/committee will expect the complainant not to talk about it to any other person, inside or outside the setting.

Anonymous complaints:

Concerns expressed anonymously, are much less powerful and harder to investigate, however they may be considered.

Untrue allegations:

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If however, an allegation proves to be malicious, action may be taken against the person responsible for the malicious act.

How to raise a concern:

- In the first instance, concerns should be raised with **Abigail Jenkins** – Preschool Supervisor. However, this may not always be appropriate, in which case concerns should be raised with the Chair of the Management Committee.
- Concerns are best raised in writing. You are invited to set out the background and history of the concern giving names, dates and places where possible and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action.
- If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm accuracy of the notes taken.
- Although you will not be expected to prove the truth about your allegations, you will be required to demonstrate that there is sufficient ground for your concern.

You should **NOT**:

- Investigate the matter yourself
- Alert those suspected of being involved
- Approach or accuse individuals

- Tell anyone other than the designated persons (i.e. management/committee)

Within a week of the receipt of your concern you will receive a written acknowledgement of your concern, with a copy of your statement where appropriate. The Management Committee will investigate your concern and within 2 weeks you will be informed of what action is being taken and will be kept up to date on the progress of the investigation. You will also be informed of the outcome of any investigation.

If you are not satisfied with the outcome of the investigation or you feel you can't approach the Preschool Supervisor or Management committee then you can elevate your concerns directly to Ofsted by using one of the following hotline options:

Call – 0300 123 3155 (Monday to Friday from 8am to 6pm)

Email – whistleblowing@ofsted.gov.uk

Write to them at: WBHL

Ofsted
National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD

Guidance

'Whistleblowing to Ofsted about Safeguarding' in local authority Children's Services – April 2014

Legal Framework

Public Interest Disclosure Act 1998

http://www.opsi.gov.uk/acts/acts1998/ukpga_19980023_en_1

Signed:
Supervisor

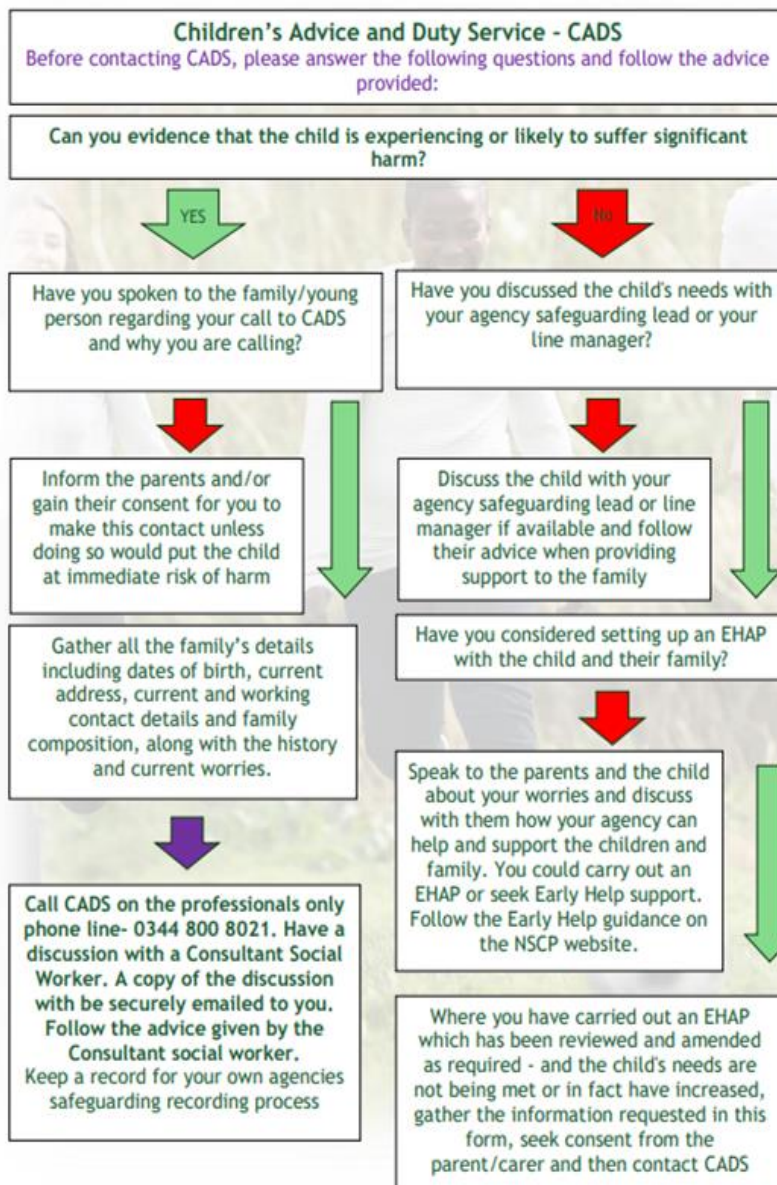
Chairperson

Date:

Date for next Review:

Appendix 5

Children's Advice and Duty Service- CADS
Before contacting CADS, please answer the following questions and follow the advice provided:



PROFESSIONAL USE ONLY – CALL CADS ON 0344 800 8021

