

# SOUTH DARLEY AND WINSTERPRE-SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

## 1 Introduction and Context

### 1.1 Our responsibilities

**South Darley and Winsters Pre-school** fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the Pre-school will deliver these responsibilities.

Our vision is to provide a safe, warm, happy and stimulating environment for young children to learn and develop to their full potential, to value all children as individuals, and to work closely with parents to ensure each child gets the best start to their education.

We aim to provide children with rich, varied and imaginative experiences to enable them to become sociable, confident young people, eager to learn and ready for their next stage of their education.

**South Darley and Winsters Pre-school** fully recognises its responsibilities for Child Protection and Safeguarding; this Policy sets out how the Pre-school will deliver these responsibilities.

This policy should be read in conjunction with the following documents:

**‘Working Together to Safeguard Children’** (July 2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

**“Keeping Children Safe in Education”** (September 2018), which is the statutory guidance for playgroups, schools and colleges.

**“What to Do if Worried a child is being Abused: Advice for Practitioners”**. March 2015.

**“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”**. March 2015.

**“The Prevent Duty Departmental, advice for Pre-school s and child care providers”** June 2015.

**[“Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers”](#)** (July 2018)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Furthermore, we will follow the **procedures set out by the Derbyshire Safeguarding Children’s Board. <http://derbyshirescbs.proceduresonline.com/index.htm>**

## 1.2 Our Principles

Safeguarding arrangements at **South Darley and Winster Pre-school** are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff, Trustees and Volunteers should play their full part in keeping children safe.
- We will aim to protect children using national, local and school child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018;
- That all Staff, Trustees and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Trustees and Volunteers should feel confident that they can report all matters of safeguarding children in the Pre-school where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

## 1.3 Our Policy

There are 6 main elements to our Policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that Staff, Trustees and Volunteers should look out for; How to report a concern, who to go to within school and Trust; including how and who to report to at the relevant agencies;
- Roles and responsibilities for Safeguarding;
- Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children;
- How the Pre-school will ensure that all Staff and Volunteers are appropriately trained, (including receiving regular updates and undertaking annual whole Pre-school training in safeguarding) and checked for their suitability to work within the Pre-school;
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our Pre-school provides a safe environment for children to learn and develop. We will cross reference to other policies relevant to our safeguarding in **South Darley and Winster Pre-school** and make reference to them in this policy where relevant.

## 2 Types of Abuse

### 2.1 Children who may require early help

Staff, Trustees and Volunteers working within the Pre-school should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help (see section 5) for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme
- Is a privately fostered child;
- Has returned home to their family from care:
- Is misusing drugs or alcohol themselves:
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;

These children are therefore more vulnerable; this Pre-school will identify who their vulnerable children are, ensuring Staff and Volunteers know the processes to secure advice, help and support where needed.

### 2.2 Child Abuse

In relation to children safeguarding and promoting their welfare is defined as;

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

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2015) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2016' as:

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve

conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child 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.

- **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 or 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.
- **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. It may include a failure to:
  - Provide adequate food, clothing and shelter.
  - 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.
  - Respond to a child's basic emotional needs

**Bullying** is also abusive and may include at least one, if not two, three or all four, of the defined categories of abuse. See Behaviour Management Policy.

### 2.3. Specific Safeguarding Issues

There are specific issues that have become critical issues (highlighted are current key concerns in Derbyshire and nationally) in Safeguarding that Pre-schools will endeavour to ensure their Staff, Trustees and Volunteers are familiar with; having processes in place to identify, report, and monitor:

- **Child Sexual Exploitation (CSE)**
- **Child Sexual Exploitation (CSE) and as defined by Working Together 2018**
- **Bullying, including cyber-bullying**
- **Domestic Violence**

- **Drugs**
- **Fabricated or induced illness**
- **Faith abuse**
- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- **Gangs and Youth Violence\***
- **Gender based violence/Violence against women and girls (VAWG)**
- **Hate**
- **Mental Health**
- **Private Fostering**
- **Preventing Radicalisation**
- **Online abuse /sexting**
- **Sexting**
- **Teenage Relationship abuse**
- **Trafficking**
- **Missing children**
- **Child sexual abuse within the family**
- **Poor parenting, particularly in relation to babies and young children**

In respect of pre-school children some of these issues will only relate directly to parents of pupils and older children, but these issues may come to the attention of staff and must be acted upon in accordance with this policy.

Further information is available from <https://www.gov.uk/government/organisations/department-for-education>

and local procedures and strategies are available through <http://derbyshirescbs.proceduresonline.com/index.htm>

### **3 Signs of Abuse (Child Protection)**

#### **3.1 Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

### 3.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

### 3.3 Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All staff and volunteers in Early Years Settings should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff, Trustees and Volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Suddenly having unexplained sources of money.
- Not allowed to have friends
- Acting in a sexually explicit way towards adults.

### 3.4 Neglect

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance

### 3.5 Specific Safeguarding Issues

To reinforce understanding of the signs and indicators of specific issues listed in Section 3 of this policy **South Darley and Winster Pre-school** will incorporate signs of abuse and specific safeguarding issues into training materials including briefings, Staff Induction Training, and ongoing development and training for Staff, Volunteers and Trustees.

The Pre-school will also access broad Government guidance, local procedures, strategies and tools through <https://www.derbyshirescb.org.uk/professionals/professionals-and-volunteers.aspx>

The Designated Leads and those with responsibility for safeguarding will use this information to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

### 3.6 Prevent Duties

**South Darley and Winster Pre-school** will ensure all staff, Trustees and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Manager and Chair of Trustees will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure all Staff, Trustees and Volunteers implement the duty.

**South Darley and Winster Pre-school** will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will

seek to work in partnership with other agencies, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified and the pupil may need de-radicalisation.

**South Darley and Winstor Pre-school** does not allow children to have online access whilst in the pre-school setting.

**South Darley and Winstor Pre-school** will use the relevant forms to record any concerns, keeping records, which will be treated as a Child Protection Record, storing them as appropriate.

### 3.7 Child Sexual Exploitation (Child Protection)

Risk factors may include;

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about health
- Decline in emotional wellbeing

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any Staff are concerned about a Child, they will refer to the Designated Safeguarding Leads within the Pre-school.

### 3.8 Female Genital Mutilation

South Darley and Winstor Pre-school recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of Female Genital Mutilation (FGM) has been carried out on a girl under 18 in the UK. Failure to do so may result in a disciplinary action by South Darley and Winstor Pre-school.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead within the Pre-school unless there is a good reason not to do so.

Signs may include;

- Days absent from Pre-school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category\* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

\*parents from a country who are known to practice FGM

All suspected or actual cases of FGM is a Safeguarding concern in which Safeguarding Procedures will be followed. If any staff are concerned about a child, they will refer to the Designated Safeguarding Lead in the Pre-school unless there is a good reason not to do so.

### **3.9 Allegations of abuse against other children/Peer on Peer abuse (Child Protection)**

We recognise that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a Pre-school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the Pre-school.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care. The Pre-school will offer support to a victim and abuser.

We recognise peer on peer abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment and sexual violence;

- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference

**South Darley and Winster Pre-school** has a tolerant ethos and we challenge any type of this abuse. Tackling peer on peer abuse is embedded within our curriculum. We will follow the guidance detailed in “Sexual Violence and Sexual Harassment in Schools/Colleges between children” (December 2017) and train our staff and volunteers to identify, report and respond to any issues/incidents raised.

Sources of information on this issue are detailed in Appendix B.

## **4 Safeguarding Roles and Responsibilities**

### **4.1 All Staff, Volunteers and Trustees have responsibility for the following:**

- Being aware of the Derby and Derbyshire Safeguarding Procedures, <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed.
- Listening to, and seeking out, the views, wishes and feelings of children, ensuring in this that the child’s voice is heard and referred to.
- Knowing who the Pre-school Designated Lead Safeguarding is and the Nominated Trustee for Safeguarding
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead in the Pre-school.
- To know about the ‘Allegations Against Professionals’ (LADO) procedures and feel confident in been able to use them including concerns about the setting.
- That any concerns that staff have about the Manager, should be referred to the Chair of Trustees.
- To know about Whistleblowing procedures and where to get information and support on this (see Confidential Reporting Policy [Whistleblowing]).
- Ensuring that their Child Protection training is up to date, and taking place at recommended intervals to ensure Staff, Volunteers and Trustees are kept up to date.
- Sharing information and working together to provide children with the help and support they need.
- Supporting children who have been abused in accordance with his/her Child Protection Plan.
- Seeking early help where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment (see section 5.1).

- If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral is made immediately to Local Authority Children's Social Care.
- If Staff, Trustees and Volunteers have concerns they should raise these with the Designated Safeguarding Lead and who will usually decide next steps, (however any one in a Pre-school can make a referral).
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback.
- That Staff, Trustees and Volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing). [www.derbyshirescb.org.uk](http://www.derbyshirescb.org.uk)
- To recognise the new requirements on Children Missing from Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that looked After Children are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential;
- All Staff, Trustees and Volunteers recognise their roles and responsibilities under SEND that those children in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- All Staff, Trustees and Volunteers) are aware of Private Fostering and recognise they have a duty to notify the local Children's Social Care department if it is thought or known that a child may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All Staff, Trustees and Volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or other appropriate training.
- All Staff, Trustees and Volunteers know about Prevent duties and will report any concerns to the Designated Safeguarding Lead/s in the Pre-school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All Staff, Trustees and Volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All Staff / anyone who has contact with a child or young person including Trustees and volunteers should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND;

- All Staff / anyone who has contact with a child or young person including Trustees and volunteers should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This Pre-school recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

#### 4.2 Trustees and Pre-school Leadership are responsible for (and need to ask the Pre-school management about):

- Taking leadership responsibility for the Pre-school 's safeguarding and child protection arrangements.
- That they are up to date with emerging issues in safeguarding and know about strategies by the Local Authority in trying to keep children safe in Derbyshire.
- Ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring;
- Ensuring that we have a Nominated Trustee leading on Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in the Pre-school and are in liaison with other partners and agencies.
- Ensuring that we have a Safeguarding Designated Lead for Child Protection, they are sufficient in number depending upon the size and demands of the Pre-school, are fully equipped to do the job and that they have access to appropriate training that is regular refreshed (at least very two years) to help them keep up to date.
- That a Designated Lead is on the premises and available and if not, available there is cover in place, ensuring that staff can raise concerns in a timely way.
- Ensuring that appointed Designated Lead is fully equipped to do the job (and has the knowledge and skills) and have access to appropriate regular training to help them keep up to date.
- That we will have a nominated link Trustee for Safeguarding.
- That there are procedures are in place in handling allegations against Staff or Volunteers and any concerns staff and volunteers have including concerns about the setting are brought to the attention of the Local Authority Designated Lead (LADO) and Ofsted in every case. Notification to Ofsted must be made as soon as reasonably practicable, but at the latest within 14 days of the allegations being made.
- That all Staff, including volunteers are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Safeguarding and Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about **South Darley and Winster Pre-school's** policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.

- That all Staff including volunteers and frequent visitors receive the appropriate training which is regularly updated.
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- That important policy such as those for behaviour and bullying, are kept up to date.
- To consider how children may be taught about Safeguarding, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum makes best use of PSED to cover Safeguarding issues with children.
- That we notify the Children's Social Care department if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- That we use the Local Authority case referral pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to Prevent/Channel and/or social care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff, Trustees and Volunteers are made aware of the Confidential Reporting Code (Whistle Blowing) Policy.
- That all Child Protection records are kept centrally, up to date, are secure and reviewed annually.
- Making sure that the Safeguarding Policy is available to parents and carers

#### 4.3 Creating a safe environment:

- We will ensure that All Staff / anyone who has contact with a child or young person including Trustees and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the Pre-school 's development.
- That the building including its surroundings is safe and one where children can feel safe.
- In the event of any serious accident, illness or injury to, or death of any child whilst in the care of the pre-school, the Designated Lead will notify Ofsted as soon as reasonably practicable and in any event within 14 days of the incident. We will also notify Children's Social Care of any serious accident or injury to, or death of, any child whilst in our care and will act on any advice given to us by them.
- That parents/carers know about our principles in Safeguarding (which are published on the Pre-school's website) and who along with the local community are made familiar with and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.

- With the exception of the Pre-school phone, Staff will keep mobile phones in the kitchen area when children are in session.
- Children have no access to the web whilst in session, however materials on how to keep children safe online will be accessible to parents via the website.
- Staff are aware of the need to adhere to National guidelines governing the use of internet gaming and chat sites, to avoid interaction with pupils, past or present, and understand the importance of professionalism on Social networking sites, where all information in the public domain and pupils or parents may gain access to information and comments posted.
- That all visitors complete the visitors book and that appropriate enhanced supervision of children takes place whilst visitors are in the setting.

#### 4.4 Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must where relevant check the identity of a person being considered for appointment and their right to stay in the UK;
- We must where possible undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure Staff, Trustees and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post, and Ofsted, if required;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty.
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration.
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;
- Raise an alert with the Chair if there are gaps in references and / or any missing references;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Trustee. (The training will be of at least the minimum level to cover the 'Keeping Children Safe Guidance', and equip them with the necessary knowledge and skills).
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children;
- That if a Trustee is involved in what is defined as regulated activity then that person has the appropriate DBS / other checks required.

The Designated Safeguarding Leads are: **Alison Shah** and **Kirsty Tonks**

The Nominated Trustee for Safeguarding is: **Kate Alcock**

## **5 Safeguarding Processes and Procedures**

The Pre-school will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the Derbyshire Safeguarding Children's Board policies and procedures guidance, available at:

**<http://derbyshirescbs.proceduresonline.com/index.htm>**

A threshold Document is available and assists with meeting a child's needs in Derbyshire and can be found at:

**<http://derbyshirescbs.proceduresonline.com/pdfs/thresholds.pdf>**

### **5.1 Early help**

All Staff, Trustees & Volunteers are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the pre-school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and families – for more information all Staff can refer to Derbyshire's 'Early Help Offer' and Starting Point

**[https://www.derbyshire.gov.uk/social\\_health/children\\_and\\_families/support\\_for\\_families/default.asp?VD=startingpoint](https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint)**

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps - Early Help and intervention (MAT) and for welfare and Child Protection concerns.

We will follow the referral process for all Early Help requests by using an electronic form made available on **[www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)**

When calls are received, they are screened, and advice is given around the next steps to take. All contacts will be passed to a Social Work Senior Practitioner.

In all cases the Senior Practitioner will decide which service within Children's Social Care is best placed to meet that child's needs and the information will be passed to either the Multi-Agency Team or Children's Social Care for assessment.

## 5.2 Referring to Children's Social Care

South Darley and Winster Pre-school Playgroup will ensure that if any Staff, Trustees and volunteers have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into social care.

Where safeguarding concerns are identified e.g. a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern safeguarding procedures must be followed. A telephone referral must be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care.

This is a Mon – Fri 8am-6pm service, contact tel: no 01629 533190 – (23/7 service available via Call Derbyshire) where you will be advised to follow your referral with an electronic form made available on [www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint) .

If the child has been the subject of an Early Help Assessment then a copy, together with a copy of the Multi-Disciplinary Plan, should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known.

When a member of Staff, Volunteer, Parent, Practitioner, or another person has concerns for a child, and if the Pre-school are aware that the case is open to the Multi-Agency Team the should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the Pre-school should contact Starting Point.

Pre-school should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or exceptional circumstances apply; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the Pre-school becomes aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number

- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family's main language
- Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information.
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Pre-schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous CAF or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

### 5.3 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the pre-school.

We will follow the Local Authorities' current guidance on the keeping, transfer and retention of records and wait any instruction, and will agree to amend our policy in line with the Goddard Enquiry (historical Child Protection records on children and records on staff where there are allegations).

### 5.4 Recruitment of Staff, Trustees and Volunteers

**South Darley and Winster Pre-school will** ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children Safe in Education September 2018' are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will check on the identity of candidates, their professional qualifications, their right to work in the UK, make overseas checks where relevant and follow up references with referees and scrutinise applications for gaps in employment. We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

We will ensure that all Staff are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

**South Darley and Winster Pre-school** has a Staff Code of Conduct, ensuring that all Staff and Volunteers are familiar with Safer Working Practices (this includes all new staff and volunteers). See Staff Code of Conduct. This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, participating in social networking environments.

### **The Disclosure and Barring Service (DBS);**

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. The definition can be found in Part V of the Protection of Freedoms Act 2012 and at DBS Guides to Eligibility.

**South Darley and Winster Pre-school fully** understands the statutory guidance on regulated activity, supervision of children which is regulated activity when they are unsupervised.

**South Darley and Winster Pre-school** will follow advice on DBS checks as detailed by: Pre-schools LID/Shared Services Centre/HR updates.

**South Darley and Winster Pre-school** will have a procedure for and can apply if relevant the Disqualification by Association rules and that of State Probation Orders.

## 5.5 Dealing with allegations against staff and volunteers who work with children

**South Darley and Winster Pre-school** will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link: <http://derbyshirescbs.proceduresonline.com/index.htm>

If a member of staff has concerns about another member of staff, then this will be referred to the Pre-school Manager. Where there are concerns about the Pre-school Manager this will be referred to the Nominated Link Trustee for Safeguarding. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case. A report will also be made to Ofsted as detailed in 4.2 of this policy.

We will inform all our staff that any- one can report direct to LADO any concerns about a member of staff.

*(see flowchart at Appendix C)*

**South Darley and Winster Pre-school** will ensure we have followed all the necessary duties and processes under this process and under Whistleblowing and this will be done in accordance with guidance:

**South Darley and Winster Pre-school** will fully ensure any follow up actions on management and exit arrangements, if relevant, as outlined in the "Keeping Children Safe in Education 2018" Guidance.

## 5.6 Important contact details

<b>Alison Shah</b>	<b>Designated Safeguarding Lead</b>	<b>01629 734729</b>
<b>Kirsty Tonks</b>	<b>Manager and Designated Lead</b>	<b>07863771636</b>
<b>Kate Alcock</b>	<b>Nominated Trustee</b>	<b>01629 583311</b>

### **Starting Point:**

**Tel: 01629 533 190**

**Fax: 01629 585 669**

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child is suffering or at risk of significant harm

All other requests for support for children and their families use an on line referral form [www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)

LADO (Local Authority Designated Officer)

Miles Dent

Tel: 01629 531940

Police Non-Emergencies:

101

DFE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults

<https://www.gov.uk/report-child-abuse>

**CEOP:**

<https://www.ceop.police.uk/>

**NSPCC -National Helpline**

0808 800 5000

**Childline**

0800 11 11

**Prevent** Seamus Carroll is the lead officer for Prevent at Derbyshire County Council

[seamus.carroll@derbyshire.gov.uk](mailto:seamus.carroll@derbyshire.gov.uk) Tel 01629 538494 or 07771980107

Child Protection Manager Pre-school s/Educational Settings Derbyshire – Debbie Peacock 01629 531079 [Debbie.peacock@derbyshire.gov.uk](mailto:Debbie.peacock@derbyshire.gov.uk)

DCC Child Protection/Safeguarding team – 01629 532178

Derbyshire Police 101 – can route non-urgent referrals through to the PREVENT Team

## **6 Management of the Policy**

The Trustees will oversee the policy, ensure its implementation and review its content on an annual basis.

The Manager will report on Safeguarding activity and progress within the Pre-school to the Trustees at least annually.

The Manager should report any significant issues to the Chair of Trustees that may have an impact on Safeguarding in the Pre-school setting and use the processes with the local authority to report these.

For approval by Committee/Trustees

8th October 2018

Signed by:  
Chair of Trustees

Manager

Date:

Date:

For review: 01.09.19

**I have read and understand this policy**

Print name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix A:

### Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding three years.

In 2012 We have learnt that:

**Babies** are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

**Teenagers** - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from Pre-school, home or care
- Difficult to engage

**Parents**- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.

- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

- Domestic Abuse
- Substance Misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have overoptimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current risk

Learning for Pre-school s from SCR's and Serious Incident Learning Reviews (SIR's)

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

**Relevant SCRs:**

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for Pre-school s can be found at: <http://www.derbyshirescb.org.uk>

## Appendix B: Other Sources of Information

	Organisation/Website/Guidance and what they do	
<b>Specialist Organisations</b>	<a href="#">Barnardo's</a>	UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
	<a href="#">Lucy Faithfull Foundation</a>	UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
	<a href="#">NSPCC</a>	Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
	<a href="#">Rape Crisis</a>	National charity and the umbrella body for their network of independent member Rape Crisis Centres.
	<a href="#">UK Safer Internet Centre</a>	Provides advice and support to children, young people, parents, carers and schools about staying safe online.
<b>Support for Victims</b>	<a href="#">Anti-Bullying Alliance</a>	Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
	<a href="#">Rape Crisis</a>	Provide and sign post to a range of services to support people who have experience rape, child abuse or any kind of sexual violence.
	<a href="#">The Survivors Trust</a>	UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
	<a href="#">Victim Support</a>	Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
	<a href="#">Brook</a>	Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.

<b>Toolkits</b>	<a href="#">NSPCC</a>	Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
	<a href="#">Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire</a>	Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
<b>Confidentiality</b>	<a href="#">Gillick competency Fraser guidelines</a>	Guidelines to help with balancing children's rights along with safeguarding responsibilities.
	<a href="#">NSPCC: Things to know and consider</a>	Information sharing and confidentiality for practitioners - things to know and issues to consider.
<b>Information Sharing</b>	<a href="#">Information Commissioner's Office: Education</a>	Information to help schools and colleges comply with General Data Protection Regulation (GDPR).
	<a href="#">Government information sharing advice</a>	Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
<b>Further information on sexting</b>	<a href="#">UKCCIS: Advice for schools and colleges responding to sexting incidents</a>	Advice for schools and colleges on responding to incidents of 'sexting.' Supporting them in tackling the range of issues which these incidents present.
	<a href="#">London Grid for Learning- collection of advice</a>	Various information and resources dealing with sexting.
<b>Support for parents</b>	<a href="#">Parentzone</a>	Provides expert information and resources to help make the internet work for families.
	<a href="#">Childnet: Advice for parents and carers to keep children safe online</a>	Advice and resources to help parents and carers keep children safe online.
	<a href="#">Parentsafe- London Grid for Learning</a>	Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
	CEOP <a href="#">Thinkuknow</a> advice for parents:  <a href="#">Challenging harmful sexual attitudes and their impact</a>  <a href="#">Supporting positive sexual behaviour</a>	Advice/resources on how to approach and deal with concerns about what children may be doing online.  On the Thinkuknow site, this resource helps challenge harmful sexual attitudes.  On the Thinkuknow site, advice on how to start a conversation to support positive sexual behaviour.

## Appendix C: Reporting Flowchart