

LITTLE WILLOWS PRE-SCHOOL
CHILD PROTECTION & SAFEGUARDING POLICY

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Reviewed by:

Designated Safeguarding Lead & Manager: Sue Harris
Date: Feb 2019

Deputy Designated Safeguarding Lead : Stacey Coulter
Date: Feb 2019

Nominated Trustee: Sue Harris
Date: Feb 2019

1. Policy statement and principles

Little Willows Pre-School is committed to safeguarding and promoting the well-being and welfare of children and young people and expects all staff and volunteers to share this commitment

The pre-school's safeguarding arrangements are inspected by Ofsted under the judgements for leadership & management and also impact the judgement on the personal development, behaviour and welfare of children and learners.

This policy is available on the pre-school website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work in pre-school.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and trustees and are consistent with those of Warwickshire Safeguarding Children Board (WSCB).

Policy principles:

- The pre-school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This pre-school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole pre-school community of children, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in pre-school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the Manager, another DSL or contact the Education Safeguarding Manager for additional advice as necessary (contact details in Appendix 2).

- Children and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the pre-school's commitment with regard to safeguarding and child protection to children, parents and other partners.
- To contribute to the pre-school's safeguarding portfolio (See 31).

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2. Safeguarding legislation and guidance

Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require early years provisions to have arrangements to safeguard and promote the welfare of children who are pupils at the pre-school.

- All staff must have regard for the need to safeguard children's well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance **Working Together to Safeguard Children (DfE 2015)** covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services, including safeguarding arrangements in schools. The guidance confirms that it applies, in its entirety, to all schools.

- The statutory guidance **Keeping Children Safe in Education (DfE 2016)** is issued under the Education Act 2002, pre-schools must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

All staff must read Part One and Annex A of **Keeping Children Safe in Education 2016**, which is issued on induction.

- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners to identify abuse and neglect and take appropriate action.

Due to their day-to-day contact with children, staff in pre-school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in pre-school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by children, listen actively to children and understand the procedures for reporting their concerns. The pre-school will act on identified concerns and will provide early help to prevent concerns from escalating.

3. Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) is Susan Harris

Contact details: email: sue@littlewillowspreschool.co.uk tel: .01926 425225

The deputy designated safeguarding lead is Stacey Coulter

Contact details: email: stacey@littlewillowspreschool.co.uk tel: 01926 425225

Other staff trained to undertake the functions of the designated safeguarding lead are:-

Harriet Tolley

Jenny Baker

Contact details: email: info@littlewillowspreschool.co.uk tel: 01926 425225

The nominated child protection Trustee is Susan Harris

Contact details: email: sue@littlewillowspreschool.co.uk tel: 01926 425225

The manager is Susan Harris

Contact details: email: sue@littlewillowspreschool.co.uk tel: 01926 425225

The Designated Safeguarding Lead (DSL):

- is the Manager and therefore has the status and authority within the pre-school to carry out the duties of the post, including committing resources and supporting and directing other staff
- takes lead responsibility for safeguarding and child protection in the pre-school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies
- is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers
- has a working knowledge of Warwickshire Safeguarding Children Board (WSCB) procedures
- has an understanding of the Early Help process to ensure effective assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the child's general file
- refers cases of suspected abuse to Children's Social Care or the Police as appropriate
- notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation

- ensures that, when a child leaves the pre-school, all child protection records are passed to the new school (separately from the main child file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the child's social worker is also informed
- attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings
- co-ordinates the pre-school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- develops effective links with relevant statutory and voluntary agencies including the WSCB
- ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and Staff Behaviour Policy (Code of Conduct)
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in paragraph 43 (pages 12/13) and Annex A of *Keeping Children Safe in Education 2016*, ensuring that all staff receive necessary training, information and guidance
- ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole pre-school community of children, parents, staff, volunteers and trustees and/or proprietors regarding this
- liaises with the nominated trustee as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection and safeguarding policy available publicly, i.e. on the pre-school's website or by other means
- ensures parents are aware of the pre-school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- ensures that the manager is aware of the responsibility under *Working Together To Safeguard Children 2018* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

The Deputy Designated Safeguarding Lead(s)

Is/are appropriately trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Trustees ensures that the school:

- appoints a Designated Safeguarding Lead who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- has a child protection policy and procedures, including a staff code of conduct, that are consistent with WSCB and statutory requirements, reviewed annually and made available publicly on the pre-school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the manager and allegations against other children
- follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations
- develops an induction strategy that ensures all staff, including the manager, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code Of Conduct) and the role of the DSL on induction
- develops a training strategy that ensures all staff, including the manager, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of WSCB. The training strategy will also ensure

that the DSL receives refresher training and regular updates as defined under the DSL's duties above.

- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Behaviour Policy (code of conduct) before they start work at the school
- appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has appropriate training
- contributes to inter-agency working and plans
- participates in the early help process and offers to initiate early help plans for children with additional needs in order to provide a co-ordinated offer of early help
- teaches children about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the manager.

It is the responsibility of the governing body to ensure that the pre-school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, WSCB and national guidance.

An annual report, using a pro forma provided by the Local Authority, will be submitted to WSCB about how the trustee's duties have been carried out. Any weaknesses will be rectified without delay.

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards children, we identify standards of good practice and set out our expectations of staff in the Staff Behaviour Policy, which all members of staff and volunteers are required to read and sign before starting work in the pre-school. In summary, our expectations include:

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decisions that affect them
- encouraging positive, respectful and safe behaviour among children
- being a good listener
- being alert to changes in children's behaviour and to signs of abuse and neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the pre-school's child protection policy, Staff Behaviour Policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- asking the children's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of abuse
- applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and WSCB guidance
- referring all concerns about a child's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care
- following the pre-school's rules with regard to communication and relationships with children, including via social media

- referring all allegations against members of staff, volunteers or other adults that work with children and any concerns about breaches of the Staff Behaviour policy directly to the manager; and any similar allegations against or concerns about the manager directly to the chair of trustees.

5. Abuse of position of trust

All pre-school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

6. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our children receive equal protection, we will give special consideration to children who are:

- Disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

7. Early Help and use of the Early Help Assessment process

The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

Early help might be simple and something the school is able to address with parents so that the child's needs are met quickly and easily. The school will keep a record of any such help using the 'Pre Early Help Assessment Action Plan' to record clear targets and progress.

Children and families may need support from a range of local agencies beyond the school. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police) and her/his parents consent, the school will use the Early Help Assessment process to identify what help the child and family require to prevent the child's needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The pre-school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help, using the Early Help Assessment process; and
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The pre-school will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in paragraph 6 above.

The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers. The Early Help process should involve the child and family as well as all the professionals who are working with them.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents do not consent to early help, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, the school will seek the parents' consent to a referral to a multi-agency Locality Panel in order to address child's needs. Alternatively, a referral to Children's Social Care may be necessary.

8. Attendance

We recognise that attendance at school is important to the well-being of all our children and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with the Warwickshire County Council Early Years Team when patterns of absence give rise to concern.

9. Children Missing from Education

The school operates in accordance with the guidance from Warwickshire County Council.

All children, regardless of their circumstances, are entitled to an efficient, education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are at significant risk of underachieving, being victims of harm,

exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children are safe and receiving an early years education.

Attendance, absence and exclusions are closely monitored. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

We follow the guidance from Warwickshire County Council in respect of recording and reporting of children who leave school without any known destination.

Where a child has 10 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the pre-school will initially contact the child's Health Visitor to ensure that the child is safe. Should there be any concerns with regard to the child's safety, a referral will be made to MASH and Warwickshire County Council Early Years.

*Reasonable steps include:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the child/family
- All contacts and outcomes to be recorded on the child's file

The school is required to have an attendance register.

10. Helping children to keep themselves safe

The pre-school adopts a Protective Behaviours framework that promotes safety awareness and resilience building to help children recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe.

Children will develop:

- positive self-esteem and resilience
- life-long skills of assertiveness, self-confidence, problem solving and communication
- Feel empowered to talk

11. Support for children, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support children, their families, and staff by:

- taking all suspicions and disclosures seriously

- the DSL will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a child, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from children or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

12. Complaints procedure

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or attempting to humiliate them, bullying or belittling a child or discriminating against them in some way. Complaints are managed by the manager, other members of the senior leadership team and trustees.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

13. Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing)

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Behaviour Policy (code of conduct) – to the manager; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

The recommended format for all staff in schools to record any such poor practice or possible child abuse by colleagues or other adults who work with children is the pro forma '*Logging A Concern about the behaviour of an adult who works with children*', also known as the '*Yellow form*'. All such forms should be passed directly to the Manager. Alternatively, staff are free to approach the Manager directly to discuss their concerns.

Concerns or complaints about the manager should be reported to the chair of trustees, whose contact details are displayed in the office for any member of staff to use in such an instance. The '*Yellow form*' should also be used for that purpose as above.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action.

Staff can also contact the Designated Officer in the Local Authority, who is responsible for the co-ordination of responses to allegations against people who work with children, by submitting a 'Warwickshire MASH - Position of Trust Referral' form or via the Multi-Agency Safeguarding Hub on 01926 414144.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m. Monday to Friday or e mail help@nspcc.org.uk.

The NSPCC whistleblowing helpline and contact numbers for Children's Social Care, the Police and the Designated Officer are all displayed in the staff room.

14. Managing allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to children and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

As stated above, all allegations against staff should be reported to the manager. Allegations against the manager should be reported to the chair of trustees.

Staff may also report their concerns directly to the Police or Children's Social Care via the MASH if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education 2016* and WSCB's inter-agency safeguarding procedures, section 6 - *Managing Allegations Against People Who Work With Children*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education 2016*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

15. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect, exploitation and radicalisation and to know what to do if they have a concern.

New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school's child protection and safeguarding policy
- signs and symptoms of abuse and neglect (KCSiE 2018 Pt 1)
- responding to disclosure of abuse or neglect by a child (KCSiE 2018 Pt 1)
- reporting and recording arrangements (KCSiE 2018 Pt 1)
- the Staff Behaviour Policy (code of conduct)
- details of the DSL.

NB all of the above will be explained **before** a new member of staff, governor or volunteer has direct contact with children in school. The school's child protection policy and Staff Behaviour policy (code of conduct) will be sent with the letter confirming an appointment with a written requirement that the individual reads the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, including the manager (unless the manager is the DSL), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of WSCB.

The DSL will attend training for newly appointed DSLs and refresher training every two years delivered by Warwickshire County Council's Education Safeguarding Service. That training will include up to date information about WSCB inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access WSCB inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, female genital mutilation and forced marriage.

In addition, the manager (and/or other school leaders as appropriate) and at least one trustee (usually the chair) will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or trustees that have attended safer recruitment training within the past three years. Supply staff and other visiting staff will be given the school's **Supply Staff Leaflet**.

16. Safer recruitment

Our pre-school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance in *Keeping Children Safe in Education 2016* together with WSCB and the pre-school's *Safer Recruitment* policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history

- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two pre-school leaders/trustees, if shortlisted.

The pre-school will also

- ensure that every job description and person specification for roles in pre-school includes a description of the role holder's responsibility for safeguarding
- ask at least one question at interview for every role in pre-school about the candidate's attitude to safeguarding and motivation for working with children
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, Staff Behaviour Policy (code of conduct), other issues as in section 15 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received a copy of the child protection and safeguarding policy and Staff Behaviour Policy (code of conduct).

All relevant staff and all those who work in before or after school care are made aware of the disqualification legislation.

The pre-school obtains written confirmation from supply agencies and third party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the pre-school that the pre-school would have undertaken if they were employing the individual directly.

The pre-school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of *Keeping Children Safe in Education* and guidance issued by Warwickshire County Council.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Part 3 of *Keeping Children Safe in Education 2016*.

Trustees

All trustees will be the subject of Enhanced DBS checks as defined in *Keeping Children Safe in Education 2016*.

Volunteers

Volunteers will undergo checks commensurate with their work in the pre-school and contact with children. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the pre-school's risk assessment process and statutory guidance.

17. Site security

Visitors to the pre-school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the pre-school's safeguarding and health and safety regulations to ensure children in school are kept safe. The manager will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

18. Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the trustees. This policy is transparent to staff, parents and children.

19. Record Keeping

The pre-school will maintain safeguarding (including early help) and child protection records in accordance with the guidance document provided by WCC Education Safeguarding Service *Child Protection Record Keeping Guidance*.

The pre-school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- keep records in a folder in a meticulous chronological order;
- ensure all records are kept secure and in locked locations;
- ensure all relevant child protection records are sent to the receiving school when a child moves.

Safeguarding and child protection records will be maintained independently from the child's pre-school file. Such records will only be accessible to the Designated Safeguarding Lead and pre-school staff who need to be aware.

The recommended format for all staff in pre-school to record any safeguarding or child protection observations or concerns about a child is the WSCB pro forma *Logging A Concern About A Child's Safety And Welfare* (Form C) also known as the 'Green form'.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that **all staff use one consistent system for the recording of concerns and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they will refer the request to the manager or DSL, who will advise them to submit a Subject Access to Information request for consideration.

The Data Protection Act does not prevent pre-school staff from sharing information with relevant agencies, where that information may help to protect a child.

20. Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about children with colleagues in order to ensure that children's general needs are met in pre-school. However, staff should report all child protection and safeguarding concerns to the DSL or manager or – in the case of concerns about the manager – to the chair of trustees. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education 2016* emphasises that any member of staff can contact and/or make a referral to Children's Social Care if they are concerned about a child.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child/parent to keep secrets.

Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms (Form C – Green forms) and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The pre-school's policy on confidentiality and information-sharing is available to parents on request.

21. Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

Where extended pre-school activities are provided by and managed by the pre-school, the pre-school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the pre-school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

22. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect children we will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure children are appropriately dressed; and

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- avoid naming children when possible
- if it is necessary to name children, use first names rather than surnames
- if children are named, avoid using their image
- establish whether the image will be retained for further use, where and for how long
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of children and staff, only pre-school owned equipment will be used to record and store images taken by staff or volunteers on the pre-school site or during offsite pre-school activities.

Parents are welcome to take still photographs of their **own children only** during pre-school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parents may be asked not to take photographs during concerts/performances in order not to distract children who are performing or other audience members). Parents must not publish (including on social media) photographs of other children inadvertently captured during pre-school events without the express permission of the parents of those children.

Parents are welcome to video record their **own children only** during pre-school activities, subject to the same terms and conditions as for photographs above.

Visiting professionals who work directly with children are subject to the same restrictions as pre-school staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises only specifically for professional purposes and in order to support the pre-school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

25 Online safety

Staff receive advice regarding personal online activity, use of social networking and electronic communication with children and parents, about which there are strict rules [*please refer to Policy on Staff/Trustee Use of Social Networking and Internet Sites*]. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be

subject to disciplinary action.

23. Child protection procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, although it may occur alone.

Sexual abuse

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.

Neglect

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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development.
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children

do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using a Form C (Green form) and
- seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a child’s welfare

There will be occasions when staff may suspect that a child may be at risk but have no ‘real’ evidence. The child’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the child if they are OK or if they can help in any way.

Staff should use the same record of concern form Form C (Green form) to record these early concerns. If the child does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process as in section 7 of this policy.

If a child discloses to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a child talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the child know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the child this is a matter for professional judgement. If they jump in immediately the child may think that they do not want to listen but if left until the very end of the conversation, the child may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with children staff will:

- allow them to speak freely;
- remain calm and not overreact – the child may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’,

- ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- not be afraid of silences – staff must remember how hard this must be for the child;
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this;
(**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- at an appropriate time tell the child that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- report verbally to the DSL;
- write up their conversation as soon as possible on the **record of concern form** Form C (Green form) and hand it to the DSL; and
- seek support if they feel distressed or need to debrief.

Notifying parents

The pre-school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children’s Social Care.

Making a referral to Children’s Social Care

The DSL will make a referral to Children’s Social Care if it is believed that a child is suffering or is at risk of suffering significant harm (see Section 33 ‘**Submitting child protection referrals**’).

However, *Keeping Children Safe in Education 2016* emphasises that any member of staff may make a direct referral to Children’s Social Care if they genuinely believe independent action is necessary to protect a child.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

24. Bullying

All behaviour that may be described or construed as bullying will be managed following the pre-school’s Behaviour Management policy and procedure

25. Peer on peer abuse and children with sexually harmful or inappropriate behaviour

Children may be harmed by other children.. Staff will be aware of the harm caused by bullying and will use the school’s **behaviour management procedure** as above where necessary. However, there will be occasions when a child’s behaviour warrants a response under child protection rather than behaviour management procedures.

Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'.

Members of staff who become concerned about a child's sexualised behaviour, should record their concerns and report them to the DSL as soon as possible, as with any other safeguarding concern.

The management of children with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young children who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Any instances of sexual harm caused by one child to another will be discussed with Children's Social Care.

The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by children inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under WSCB inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.

In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexualised Inappropriate Behaviours Service (SIBS), for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clearcut, the school may seek consultation and advice from SIBS.

26. So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern.

Female genital mutilation

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so

school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns following a long holiday.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police.

27. Protecting Children from Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the pre-school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for the pre-school's strategy for protecting children from those risks.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

The pre-school has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in pre-school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. The pre-school is committed to preventing children from being radicalised and drawn into any form of extremism or terrorism. The pre-school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing children with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all children are valued and listened to within pre-school.

Pre-school staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern, identifying early indicators of possible radicalisation including changes in behaviour and attitudes to learning; and expressions of interest in extremist ideas along with a tolerance towards potential violence to certain members of society.

The pre-school recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the pre-school will make appropriate referrals to the

Police PREVENT team and Channel programme in respect of any child whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The pre-school will discuss any concerns about possible radicalisation identified in pre-school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the Police PREVENT team and in the interests of making proportionate responses, the pre-school may offer support to children and their families through the provision of early help as appropriate.

The pre-school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the pre-school's Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on pre-school premises or at pre-school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website www.educateagainsthate.com informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school. All staff must complete an online Prevent training programme on induction.

28. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible (tel. 01926 414144). When the pre-school becomes aware of a private fostering arrangement for a child that has not been notified to Children's Social Care, the pre-school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

29. Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education 2016*, any staff member can refer their concerns directly to Children's Social Care and/or the Police if:

- the situation is an emergency and the DSL, the deputy DSL, the manager and/or the chair of trustees are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety; or

- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or manager at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH 01926 742525.

30. Submitting child protection referrals

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH at mash@warwickshire.gcsx.gov.uk. The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH on 01926 414144. This should be followed by submission of a MARF as above. (Copy of MARF in appendix 2)

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 01926 886922.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

31. Related safeguarding portfolio policies

- Staff Behaviour Policy (code of conduct)
- Behaviour Management Policy
- Complaints procedure
- Whistleblowing
- Special Rights (SEND)
- Grievance and disciplinary
- Social Networking & Internet Sites policy

32. Special Circumstances

Children who are looked after

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

Work experience

The school has detailed procedures to safeguard child's undertaking work experience, including arrangements for checking people who provide placements and supervising children on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2016*.

Standards for Effective Child Protection Practice in Schools

The school's child protection and safeguarding responsibilities are inspected under the 'Quality of Leadership and Management' and 'Behaviour and Safety' judgements in Ofsted inspections. The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead and the Designated Trustee for Safeguarding to ensure the pre-school is effective in safeguarding and child protection matters.

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that children have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the pre-school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Ensure all staff are able to identify children who may benefit from early help; provide co-ordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
5. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of Local Authority and Local Safeguarding Children Board procedures so that information is passed on effectively to the relevant professionals;
6. Monitor children who have been identified as in need of early help or at risk; maintain clear records of children's progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
7. Provide and support regular child protection training and updates for **all** pre-school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
8. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
9. Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
10. Provide clear policy statements for parents, staff and children on this and on both positive behaviour policies and the pre-school's approach to bullying;
11. Have a clear understanding of the various types of bullying – face to face, online, physical, verbal, prejudice based and indirect - and act promptly and firmly to combat it;
12. Have a clear understanding of the signs and impact of racist, disability, homophobic, and transphobic abuse; and a clear commitment to identifying and challenging those forms of abuse in order to safeguard children and maintain the safeguarding culture of the pre-school.

13. Take particular care that children with SEN, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
14. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *Keeping Children Safe in Education 2016* and WSCB inter-agency child protection procedures;
15. Have a written whole pre-school policy, which is produced, owned and regularly reviewed by all pre-school staff, taking into account the views of children, parents/carers and trustees, and which clearly outlines the pre-school's position and positive action in respect of the aforementioned standards;
16. Ensure that specified information is passed on in a timely manner to the Local Authority and WSCB for monitoring purposes;
17. Have a Single Central Record in place that fully complies with the guidance in *Keeping Children Safe in Education 2016*.

Reference Documents

Keeping Children Safe in Education (DfE 2016)

Working Together to Safeguard Children (DfE 2015)

WSCB Inter-agency Safeguarding Procedures - <http://www.warwickshire.gov.uk/wscbresources>

Child Protection Record Keeping Guidance (WCC Education Safeguarding Service)

What to do if You're Worried a Child is being Abused 2015 - Advice For Practitioners (HMG 2015)

Children missing education - Statutory guidance for local authorities (DfE 2016)

Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2016)

For advice and support about any safeguarding matter in school or for information about a range of safeguarding training courses, please contact:

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