PLAYDAYS PRE-SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

POLICY STATEMENT

Playdays pre-school will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Section 1 - Introduction

We are committed to safeguarding children and we expect everyone who works in our setting to share this commitment. All staff will take all welfare concerns seriously.

Safeguarding and promoting the welfare of children is everyone’s responsibility. All staff who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.

If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All staff must have read and understood:

* Part 1 of Keeping Children Safe in Education (2021)
* The pre-schools Code of Conduct
* Behaviour Policy

All staff must also be aware of:

* The role and identity of the designated safeguarding lead and Deputy -
* Designated safeguarding lead - Carol Moore
* Deputy - Gemma Davey

The welfare of the child is paramount

The safety and welfare of the children in our care is of the utmost importance, ensuring that they are protected from maltreatment, impairment of the mental and physical health or development and that they are growing in circumstances consistent with the provision of safe and effective care in order to achieve the best outcomes.

We know children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with people caring for them.

We aim to have a preschool which is welcoming, safe and stimulating and where children are able to learn and grow in confidence. All necessary steps are taken to keep children safe and well.

Because of day-to-day contact with children, staff are trained to identify when a child may be at risk of harm and abuse and to report their concerns immediately.

We have a duty to safeguard and promote the welfare of the children in our setting under the Education Act 2002 and Children’s Act 1989/2004 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

Safeguarding is taught in a sensitive way to the children in the setting. The setting is also committed to empowering the children through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Section 2 - Purpose and Aims

The elements in this policy and our procedures related to this aim to:

* Ensure safe recruitment practice in checking the suitability of all our staff and volunteers to work with children
* Ensure staff are appropriately trained
* Raise awareness of safeguarding/child protection issues amongst staff and what to do if they have concerns. This includes raising awareness of any current issues such as children with family members in prison, county lines, domestic abuse, homelessness
* Ensure that volunteers are appropriately supervised
* Ensure that our procedures for identifying and reporting/recording cases or suspected cases of abuse to relevant agencies are robust
* Ensure that our links with relevant agencies are effective and that we co-operate and work in a partnership regarding child protection matters, including attendance at case conferences and core group meetings
* Ensure that our setting is safe and is one in which children feel secure
* Ensure that we support children who have been abused or may be at risk of harm in accordance with any child protection plan
* Ensure that we respond appropriately to any concern or allegation made about a member of staff or volunteer
* Ensure that staff follow accepted ‘safe practice’ principles when working with children
* Ensure that children are protected from all forms of harm

If there are Child Protection concerns the London Child Protection Procedures must be followed. The Sutton Local Safeguarding Children Partnership has adopted these procedures. Children’s First Contact Services (CFCS) would initially be contacted, telephone number 0208 770 6601, e-mail [childrensfirstcontactservice@sutton.gov.uk](mailto:childrensfirstcontactservice@sutton.gov.uk)

Out of Hours contact the Emergency Duty Team 0208 770 5000 x9

Section 3 - Links to other guidance

Although this list is not exhaustive, this policy and procedures also accords with:

* School’s Code of Conduct
* Working together to safeguard children
* Keeping children safe in education (2021)
* Ofsted Education Inspection Framework (2019)
* What to do if you’re worried a child is being abused (2015)
* Playdays Preschool GDPR Policy
* Playdays Preschool Confidentiality Policy
* Playdays Preschool Equality and Inclusive Policy

Section 4 - Safer Recruitment

The safe recruitment of staff in the setting is the first step to safeguarding and promoting the welfare of the children who attend,

In our recruitment and selection of staff and volunteers we will at all times adhere to the government guidance contained with ‘Working Together to Safeguard Children’ and ‘Keeping Children Safe in Education 2021)

In particular we will ensure that:

* For good practice our interview panel includes at least one member who has completed safer recruitment training.
* That we always follow up gaps in previous employment
* That we require references from previous employers for the last 3 years
* That the appropriate DBS information has been received

From 1st September 2018 settings no longer have to ask staff questions about cautions or convictions of someone living or working in their household.

We keep a single central record of all staff with the date and outcome of their DBS check.

Relationships and associations that staff have outside (including online) may have an implication for the safeguarding of the children at the setting. Where a member of staff’s circumstances change or they have something to declare they should seek advice from the DSL or Deputy.

Section 5 - Outside Agencies

We expect all outside agencies to comply with this policy as well as the settings Code of Conduct. Our Multi-Use of Hall policy also ensures we keep children safe whilst at the setting.

Section 6 - Site Security

All staff at the setting have to adhere to the guidelines with this policy. Laxity can cause potential safeguarding issues to arise. Therefore:

* Exit doors are locked at all times
* Visitors must only enter through the main entrance and sign the visitors book
* Children will only be allowed home with the adult that brought them to the setting or another adult with confirmed permission

Section 7 - Data Protection - Information and Records

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Staff must maintain records and obtain and share information (with parents, carers, other professionals working with the child, police, social services and Ofsted as appropriate) to ensure the needs of all children are met. Staff must enable a regular two-way flow of information between the parents and the setting.

Confidential information and records about children are held securely and only accessible and available to those who have a need to see them. As a setting we believe that protecting the data we hold about our children is a fundamental part of our safeguarding process.

Staff understand the need to protect the privacy of the children at the setting as well as the legal requirements that exist to ensure that information relating to a child is handled in a way to ensure confidentiality. Parents and carers are given access to all records about their child provided that no relevant exemptions (information that could cause harm to the child or any other individual) apply to their disclosure under the DPA.

The GDPR imposes more stringent requirements. At the setting this applies to all personally identifiable information held on staff, children and parents. We are fully committed to ensuring that the setting upholds the rights granted to a person under the GDPR. Parents and carers should be aware that there are legal requirements that supersede data protection regulations. The setting is required to share data with certain agencies under legal obligations.

Section 8 - The four main forms of abuse

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. They may be abused by an adult or adults or (in some cases) another child or children.

Physical abuse - a form of abuse which may involve hitting, shaking throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved or valued insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them. 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.

Sexual abuse - involves forcing or enticing a child to take part in sexual activities whether a child is aware of what is happening. The activities may involve physical contact including assault by penetration or non-penetrative acts such as 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 or encouraging children to behave in sexually inappropriate ways.

Neglect - the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter. Failure to protect a child from physical and emotional harm or danger. Failure to ensure adequate supervision or ensuring access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child’s basic emotional needs.

Section 10 - Specific Safeguarding Issues

Safeguarding action may be needed to protect children from specific safeguarding issues such as:

* Abuse: Neglect, Physical, Sexual and Emotional
* Disguised compliance - Parents who appear to be co-operative to avoid professionals getting too close or asking too many questions.
* Children missing in Education (CME) - although it is not statutory for children to attend pre school we monitor attendance carefully and address poor or irregular attendance.

We encourage parents to let us know if their child will be absent or to ring us if they are

ill. If a child is absent for two days we contact the parent to find our why.

* Hidden children - are children not attending school nor on a school roll, including children who have been excluded either on a permanent or an informal basis and for whom no suitable alternative provision is arranged. Children who fall under the heading ‘educated at home’, but may not be receiving effective, efficient and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies. Children attending unregistered schools, sometimes under the guise of being electively home educated. Children in alternative provision that is of insufficient quality or is not provided for the required hours. Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.
* Radicalisation/Extremism - All staff have undertaken Prevent awareness training. Although our children are young at the setting Staff are aware to ‘look out’ for any signs that may indicate a child is in a family where radicalisation is taking place.
* So called ‘honour based’ abuse - this type of abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriages and practices such as breast ironing. All forms of so-called honour-based violence are abuse (regardless of the motivation) and should be handled and escalated as such. Although it is unlikely that the setting would see such abuse, should a staff member be concerned at any time they must advise the DSL immediately.
* Female Genital Mutilation (FGM) - Female Genital Mutilation refers to the procedure that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old, however it is believed that most cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals to notify police when they

discover FGM appears to have been carried on a girl under 18 years old. The duty

does not apply in relation to at risk or suspected cases.

* Breast Ironing - Breast Ironing is practiced in some African counties, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed the reason they carry out this procedure is to reduce the risk of sexual harassment, rape and forced marriages. Indicators that Breast Ironing has been carried out are chest pains or other discomforts, changes in behaviour and fear of undressing.
* Faith Abuse - Child abuse linked to faith is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide across various religions. Staff are trained to look our for any indicators of child abuse linked to faith or belief including FGM and Witchcraft Abuse. If we believe a child is being abused linked to faith it will be reported immediately to Children’s First Contact Services, the same as any other form of abuse.
* Private Fostering - Private Fostering is an arrangement made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or a close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a grandparent, brother, sister uncle or aunt and includes half siblings and step-parents, it does not include great aunts or uncles, great grandparents or cousins).

The local authority should be notified of the arrangement, at least 6 weeks before

it starts and not to do so is a criminal offence. Once the local authority has been

notified children’s services have a duty to visit and speak to the child, the parent and

the foster carer and everyone in the foster carers household. Children’s services will

then undertake a range of suitability checks including DBS checks on everyone in the

household over the age of 16.

From a safeguarding perspective, many private fostering arrangements are ‘hidden’ and

it appears, are rarely brought to the attention of local authorities, even though it is an

offence not to inform them. The penalty for non-reporting is a maximum fine of £5,000

but it seems that convictions are extremely rare.

* Racism, disability, homophobic or transphobic abuse - this abuse is when people behave or speak in a way which makes someone feel threatened because of their race creed, colour or sexuality. This will not be tolerated at the setting and is addressed in more detail in our Diversity and Equality Policy.
* Domestic Abuse - The cross government definition domestic abuse is - any incident or pattern of incidents of controlling, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to -
* Psychological - Physical - Sexual - Financial and Emotional
* All children can be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious long lasting emotional and psychological impact on children. In some cases a child may blame themselves for the abuse or may have had to leave the family home as a result.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge

and in confidence 24 hours a day on 0808 2000 247. Its website provides guidance

and support for potential victims, as well as those who are worried about friends and

loved ones.

Advice can be found at :-

1. NSPCC domestic-abuse Signs, Symptoms Effects

2. Safelives: young people and domestic abuse

3. Transform Sutton - 020 8092 7569 / [transformsutton@cranstoun.org.uk](mailto:transformsutton@cranstoun.org.uk)

Operation Encompass - operates in the majority of police forces across England. It

helps police and schools work together to provide emotional and practical help to

children. The system ensures that when police are called to an incident of domestic

abuse , where there are children in the household who have experienced the

domestic incident, the police will inform the key adult (usually the DSL) before the

child arrives the following day.

* County Lines - Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are often recruited to move drugs and money between locations. If a practitioner, volunteer or student working at the setting believe a child is connected in any way to county lines, the DSL will be informed and these concerns will be acted on immediately
* Mental Health - We aim to promote mental health and wellbeing for all the setting: children, staff, parents and carers and recognise how important mental health and emotional well being is. We recognise that children’s mental health is a crucial factor in their overall well-being an can affect their learning and development. We actively seek to promote emotional health and well being by helping the children to understand their feelings and the feelings of others.

All staff should be aware that mental health problems can, in some cases, be an

indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

Only appropriately trained professionals should attempt to make a diagnosis of a

mental health problem. Staff, however, are well placed to observe the children at the

setting day to day and identify those who behaviour suggests that they may be

experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic

adverse childhood experiences, this can have a lasting impact throughout childhood.

The setting has an important role in supporting the mental health and wellbeing of

their children. If staff have a concern regarding the mental health or wellbeing of a

child they are to advise the DSL and SENCO to enable the required support to be put

in place as soon as possible.

* Child sexual exploitation (CSE) is a type of [sexual abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/). When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called [grooming](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/). They may trust their abuser and not understand that they're being abused.

Children and young people can be [trafficked](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/) into or within the UK to be sexually

exploited. They're moved around the country and abused by being forced to take part in

sexual activities, often with more than one person. Young people in gangs can also be

sexually exploited.

Sometimes abusers use violence and intimidation to frighten or force a child or young

person, making them feel as if they've no choice. They may lend them large sums of

money they know can't be repaid or use financial abuse to control them.

Anybody can be a perpetrator of CSE, no matter their age, gender or race. The

relationship could be framed as friendship, someone to look up to or romantic. Children

and young people who are exploited may also be used to 'find' or coerce others to join

groups.

* Trauma & Attachment - As we develop as children we look to our caregivers for access to a variety of human needs from shelter to affection. When those needs go unmet, some children can feel alone in highly charged emotional states. Attachment trauma can occur when a caregiver is a source of overwhelming distress for the child. This is a form of relational trauma which is a trauma that occurs in the context of a relationship with another person. It is also closely linked with complex trauma which is trauma from repeated events such as ongoing emotional abuse or childhood neglect. Attachment trauma can affect how we move through the world physically, mentally and emotionally. Attachment trauma often leads to a ‘disorientated-disorganized’ attachment - a pattern that, in turns, imparts an increased risk of further abuse and neglect.
* Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems. Toxic stress from ACEs can change brain development and affect how the body responds to stress. ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. Homeless children are particularly vulnerable to ACEs especially when considering the uncertainty and frequent changes of environment creating trust and routine issues. Such ACEs may harm their development and make them more likely to experience mental health problems later in life.
* Child on child abuse - This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline . It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is an education setting’s first priority.
* Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer exaggerates or deliberately causes symptoms of illness in the child.

The parent or carer tries to convince doctors that the child is ill, or that their condition is

worse than it really is.

The parent or carer does not necessarily intend to deceive doctors, but their behaviour is

likely to harm the child. For example the child may have unnecessary treatment or tests,

be made to believe they're ill, or have their education disrupted.

FII used to be known as "Munchausen's syndrome by proxy" (not to be confused with

[Munchausen's syndrome](https://www.nhs.uk/mental-health/conditions/munchausen-syndrome/overview/), where a person pretends to be ill or causes illness or injury to

themselves).

* Children and the court system - Within the UK there a two streams of court that children are most likely to be involved in, those cases that are being heard in criminal court and those heard in family court.  The experience of being involved in court cases can be very different from one child to the next, also depending on whether they are on trial, a witness or a bystander.  By its nature any court hearing is a very adversarial and adult focused process which then attempts to adapt to the needs of children as necessary.  Even if a child is not directly involved (e.g. not attending court, not giving evidence, etc.) they could potentially be picking up information through overhearing conversations or through certain adults telling them things in an attempt to get one over on the other party in the proceedings.

The implication for safeguarding is therefore significant as at one end of the spectrum

children and young people may require emotional support, may need plans in place to

protect them from others due to their involvement in the court case or at the other end

may just need a regular routine in order to counter the disruption in their home lives.

* Children with family members in prison - There is no formal record of who these children are and whether they are receiving support, often meaning that they are a hidden cohort. There can be many barriers to children and young people telling us they have a family member in prison, for example shame, stigma and embarrassment. Younger children may be told that their family member is ‘staying away’ therefore not knowing the true reason as to why that person is not around
* Contextual Safeguarding - as young people grow and develop they are influenced by a whole range of environments and people outside of their family. For example in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.
* Child abduction - If parental relationships break down, they may not agree on major decisions about their child (or children). This may lead to one parent moving their child from their usual home without the agreement of the other parent. International parental child abductions are difficult, complex and emotional for those affected.
* Children with a social worker - Children who have a social worker may be more exposed to safeguarding issues due to the fact that the family need extra support. A social worker can be involved with a family for a number of reasons that can have an impact on a child’s safety, development and well being.

Section 11 - Early Help

Every family can go through difficult or challenging times at some point during their lives. If we become aware of a family experiencing problems, they may require support to help them to deal with difficult situation and make things better. Early Help services and support should be offered as soon as a problem or difficulty starts. This is to stop things getting worse and to make sure that the family gets the help that they need. The Early Help Assessment Tool (EHAT) is used to find out about the family so that we can understand the difficulties they may be experiencing.

The EHAT is used when a family would like support to help them with a difficulty; when a professional working with a family recognises that they may require extra support; when a family have lots of professionals working with them and services and information needs to be organised to help make things clearer for them; where the needs of the family are unknown or unmet. The EHAT is entirely consent based and the family can decide at any point that they no longer wish to engage with the process. An EHAT is confidential except where there is a risk of serious harm to a child or young person.

Early Help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who

* is disabled and as specific additional needs
* has special educational needs (whether or not they have a EHCP
* is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
* is a privately fostered child
* have a social worker and may be at greater risk of harm

Section 12 - Mobile Phone and Camera Safety

This is covered in our Use of Mobile Phones, Tablets and Camera Policy

Section 13 - Children with Special Educational Needs or Disabilities

Children with special educational needs and disabilities can face additional safeguarding challenges because :

* there may be assumption that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
* difficulties may arise in overcoming communication barriers

In the setting we identify children who might need support to be kept safe. We do this in the following ways

* Children have a key person who observes the child to provide any changes in their behaviour or mannerisms
* Use of visual aids to support understanding where required

Section 14 - Recognition/Signs of Abuse

The first indication of concern about a child’s welfare is not necessarily the presence of a serious injury. Many other signs could be an indication of abuse, these may include

* unexplained bruising, marks or signs of possible physical abuse or neglect on a child’s body.
* deterioration in children’s general well-being
* unexplained / significant changes in the child’s behaviour or personality
* evidence of abuse or possible abuse in a child’s play or drawings
* evidence of neglect, failure to thrive or exposure to unnecessary risks
* regularly missing preschool
* displaying inappropriate sexual behaviour

Section 15 - Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead has a responsibility for Safeguarding and Child Protection - their key role is

* be alert to the specific needs of children in need and those with special educations needs
* encourage a culture of listening to children and taking account of their wishes and feelings
* liaise, when necessary with the Children’s First Contact Services (CFCS), the local authority Education and Children and Family Services, Police and other agencies on individual child protection cases
* manager referrals from practitioners within the setting
* act as the contact person, within the setting, providing advice and support and ensuring that all staff are aware of their role
* discuss individual cases with staff on a ‘need to know basis’ to protect children’s right to confidentiality
* represent the setting (along with the Deputy DSL0 at child protection meetings and be a member of a ‘Core Group’ if required
* ensure staff are familiar with this policy and procedures, ‘Keeping Children Safe in Education (2021) and ‘What to do if you are worried a child is being abused (2015) and know where to find ‘Information Sharing - advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018) plus any other relevant guidance
* raise awareness about child protection amongst staff on an ongoing basis
* along with Manager of the setting arrange child protection training
* ensure all training undertaken is recorded in the setting’s Single Central Register (SCR)
* ensure that the DSL and Deputy receive update training at least every 2 years and in addition to formal training their knowledge should be refreshed at regular intervals and this is recorded alongside the SCR
* contribute to inter-agency working, including providing a coordinated offer of early help when additional needs of children are identified
* ensure there is an up to date Child Protection Policy in place and a Staff Behaviour Policy (see Staff Code of Conduct)
* ensure that child protection information is transferred to the child’s new school
* if a child’s situation does not appear to be improving, should press for reconsideration and challenge those who appear to not act

Section 16 - The Role of Individual Staff

All staff must:

* discuss any issues - particularly concerning children’s developments and well being
* be alert to the possibility that any child, regardless of race, religion, culture, class or family background could be the victim of abuse or neglect and must be familiar with all of these procedures as set out in KCSIE 2021
* follow the procedures for reporting concerns
* Read and understand Part 1 of Keeping Children Safe in Education (2021)
* only let children go home into the care of individuals who have been notified to the setting
* take all reasonable steps to prevent unauthorised persons entering the premises and must follow procedures for checking identity of visitors
* challenge senior staff over safeguarding concerns
* must attend regular safeguarding and child protection updates, as required, to provide them with the relevant skill and knowledge to safeguard children effectively

Members of staff should not investigate child protection / safeguarding concerns but gather information to support the disclosure/referral process. An investigation is carried out by the DSL, Children’s Social Services and/or Police. However if a child says something it is vital to listen carefully, so you can record and report it accurately and pass onto the DSL as soon as possible.

Section 17 - Training

Induction training is mandatory and includes

* the Safeguarding and Child Protection Policy and procedures
* the Behaviour Policy
* the Staff Code of Conduct
* the role and identify of the DSL and Deputy DSL

All staff will receive safeguarding and child protection updates when the DSL attends these local authority meetings.

A record is kept of all staff training - type of training and dates which is recorded alongside the single central register (SCR)

Section 18 - Confidentiality of Records

Our children and parents/carers have the right to expect that all Staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/Carers should be told that their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Safeguarding/Child Protection issues relating to individual cases must not be subject to open discussion within the setting.

All personally identifiable information will be kept securely, following the setting’s obligations under the latest Data Protection Act in England and the GDPR

Section 18 - Allegations against Staff

We ensure that all parents/carers know how to make a complaint against Staff at the setting, which may include allegations of abuse. We respond to any inappropriate behaviour that may be displayed by staff or any other person or volunteer at the setting,

We follow the local authority’s guidelines when responding to any allegation against a member of staff.

We respond to any disclosure by a child, practitioner, parent/carer, volunteer or any other person working at the setting by recording details and informing the DSL or Deputy DSL. Any such allegation will be referred immediately to the Local Authority Designated Officer (LADO) to investigate - 0208 770 4776 [lado@sutton.gov.uk](mailto:lado@sutton.gov.uk). We cooperate entirely with any investigation carried out.

Our policy is to suspend, on full pay, any member of Staff who has allegations made against them, whilst an investigation is carried out by the LAD0. This is not an indication of admission that the alleged incident has taken place, but is to protect the member of staff, as well as the children and families throughout the process. Where a member of staff is dismissed from the Setting due to abusing a child we notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable people) can be identified and barred from working with these groups. If a member of staff is found to be not guilty of the allegations they are free to return to work.

Section 19 - Whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice, within the setting, to the Managers and know that such concerns will be taken seriously

A whistle-blowing disclosure must be about something that affects the general public such as:

* a criminal offence has been committed, is being committed or is likely to be committed
* a legal obligation has been breached
* the health or safety of any individual has been endangered
* the environment has been damaged
* information about any of the above has been concealed

Where a staff member feels unable to raise an issue with the Managers or feels there is a genuine concern not being addressed, other whistle blowing channels are available

The NSPCC whistleblowing helpline is available as an alternative route for staff that do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled at the setting.

Staff can call 0800 028 0285 - line is available from 8.00 am to 8.00 pm - Monday to Friday or e-main [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Section 20 - Child Protection Procedures

When a child discloses, or you are aware there is a safeguarding issue, the following procedures apply;

DO NOT DELAY

* Tell the DSL (or in her absence the Deputy DSL) as soon as you can
* Early referral gives more time to offer help to the child and family before the situation becomes more serious
* When the matter is already severe or serious, early referral gives more time for others to protect the child
* the DSL will consult the Children’s First Contact Services (CFCS)

MAKE WRITTEN NOTES

* at the earliest opportunity make a written record of your concerns, record facts accurately and do not express opinion - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated/time
* do not take photographs of any physical injury, record on a body map. Do not use audio to record disclosures
* any original notes must be given to the DSL as soon as possible and kept

Concern from something the child says

LISTEN - do not ask questions or interrogate. Consider interpreting services if English is a second language

REMAIN CALM - if you are shocked, upset or angry the child will sense this and this could stop them from saying more

REASSURE - the child has done nothing wrong - tell them it is alright to talk

DO NOT PROMISE TO KEEP A SECRET - tell the child you cannot keep a secret and you will need to get help from someone who can help

REFERRAL PROCESS

Any member of staff can make a referral to the Children’s First Contact Services (CFCS) or the Police but they should always consult with the DSL or Deputy DSL wherever possible. The designated staff may contact the CFCS to make a referral or take advice or contact the child’s social worker (if allocated)

If staff are concerned that the child or family have been exposed to radicalisation or extremist behaviour then when making a referral they will request a referral to the national PREVENT strategy.

REMEMBER

* if in doubt, consult
* do not ignore concerns, even if these are vague
* the first responsibility of staff is to the child
* if you need help or support to manage your own feelings, this can be provided

Contact with the family

Contact with the family should always be discussed with the DSL or Deputy DSL who may consult the Children’s First Contact Services or the Education Safeguarding Team

In cases where a minor physical injury causes concern, then the settings policy for dealing with accidents should be followed. If the explanation suggests a non-accidental cause for injury, or a failure to protect the child from harm, advice must be taken immediately from CFCS

In cases of possible neglect or emotional abuse, the concern may have build up over a period of time. There may have been discussions previously between the setting and the family about sources of help but if concerns persist the DSL will need to refer to CFCS and will normally advise the family of this unless specifically told otherwise.

**In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the Children’s First Contact Services before discussing this with the family**

Recording

* All records relating to child welfare concerns will be kept in a child protection folder which will be kept secure
* written records of any concerns about children are kept even when there is no need to refer the matter immediately
* information from records will only be accessed on a ‘need to know’ basis, access is strictly controlled by the DSL
* the key person will need to know when a child is subject to a Child Protection Plan, so they can monitor the child’s welfare
* when a child leaves the setting the new school will be informed that the setting’s records contain information about child protection concerns even where these are no longer current. Records should be sent to the school in a way that is lawful of data protection requirements
* records will be kept for the correct amount of time

Working with other agencies

* all staff have a legal duty to assist local authority Children’s Social Care of the Police when they are making enquiries about the welfare of children
* information about a child must therefore be shared on a ‘need to know’ basis with other agencies

Children subject to a Child Protection Plan

* the setting will be told by the local authority when a child is subject to a Child Protection Plan
* the name of the key social worker must be clearly recorded on the child’s record
* the setting will participate fully in the work of the Core Groups for these children, to assist the objective of the Child Protection Plan for the child
* when a child is subject to a Child Protection Plan the setting will report all unexplained absences even if only a day
* when a child is subject to a Child Protection Plan, the setting will report all behavioural changes or other concerns to the key social worker
* when a child who is subject to a Child Protection Plan leaves the setting, all the child protection information will be transferred to any new school

Child’s need for a social worker

Local authorities should share the fact a child has a social worker and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interest of the child’s safety, welfare and development.

**All staff must observe the above policy and procedures at all times. They will be reviewed annually and as required in line with changes in local (LSCP) or national guidance.**

This policy was adopted on 16th November 2022

Signed ………………………………………… C.J. Moore/Manager DSL

Signed ………………………………………… L.A. Speck / Manager

Signed ………………………………………… G. Davey / Deputy Manager/DSL

**KEY CONTACTS**

Children’s First Contact Services (CFCS - 0208 770 6001

[childrensfirstcontactservices@sutton.gov.uk](mailto:childrensfirstcontactservices@sutton.gov.uk)

Social Care - Out of Hours - Emergency Duty Team - 0208 770 5000 x9

Sutton Local Safeguarding Children’s Partnership - 0208 770 4879

[suttonscp@sutton.gov.uk](mailto:suttonscp@sutton.gov.uk)

Sutton LA LADO - 0208770 4776

[LADO2sutton.gov.uk](http://LADO2sutton.gov.uk)

LBS Prevent and Hate Crime Manager - 0208 649 0672

Education Safeguarding Manager - 07736 338 180

General Contacts

Ofsted - 0300 123 1231

Ofsted whistle blowing line - 0300 123 3155

Police 999

NSPCC 0808 8005000

Childline - 0800 11 11