



Date policy created: October 2018  
Date policy reviewed:

## **Safeguarding and Child Protection Policy**

### **Introduction**

North Star Preschool recognise it is 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.

### **Principles**

Our core safeguarding principles are:

- It is the setting's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children who are in our care.
- Representatives of the whole early years setting including children, parents and staff, will be involved in policy development and review.
- The setting will ensure that the welfare of children is given paramount consideration when developing and delivering all activities.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this policy.
- The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
- All children and staff involved in child protection issues will receive appropriate support from the management team of the setting who will follow the procedures set out in this policy (If applicable).

- We will ensure every staff member (including temporary/supply staff/volunteers/ /students) know the name of the Safeguarding and Child Protection designated person.

## **Aims**

Our aims are to:

- To provide staff with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the setting.
- To demonstrate the setting's commitment to safeguarding children.

## **Roles and responsibilities of the Designated Safeguarding and Child Protection person**

The **Designated Safeguarding and Child Protection** person in this early years setting is:

Name.....

Job title.....

Contact details.....

The **Deputy Designated Safeguarding and Child Protection** person in this early years setting is:

Name.....

Job title.....

Contact details.....

The **manager** in this early years setting is:

Name.....

Contact details.....

- Provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern
- Provide safeguarding induction for new staff, students and volunteers
- Have an understanding of LSCB procedures. Refer to LA procedures
- Liaise with, and make referrals to, appropriate agencies about children where there are safeguarding or child protection concerns, including the Local Authority Designated Officer (LADO)
- Ensure that the Child Protection policy is updated annually, and that all staff have read and understood this policy
- Making sure that policies and procedures relating to safeguarding are fully implemented by the setting and followed by staff, students and volunteers
- Embed robust safeguarding and child protection practices across all areas of the provision
- Develop effective links with relevant statutory agencies. For example, Health, Police, GP's, Local Authority
- Co-ordinate the early identification of vulnerable children and families and the involvement of mothers, fathers and carers
- Co-ordinate the development of integrated practice for vulnerable children and families including using local authority procedures.
- Co-ordinate and support the setting when working with a child who has a Child in Need or a Child Protection Plan
- Liaising with OFSTED about safeguarding concerns
- Set up and manage clear, accurate and secure record keeping systems
- Ensure own safeguarding training is up to date
- To ensure all safeguarding and child protection training is cascaded to other staff
- Ensure that a register is kept of staff who have completed child protection training

### **The Designated Safeguarding and Child Protection person will:**

- Provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern.
- Provide safeguarding and child protection induction for new staff, students and volunteers.

- Ensure all Safeguarding and Child Protection training is cascaded to the whole staff team.
- Ensure that a record is kept of staff who have completed child protection training.

### **The deputy designated safeguarding and child protection person(s)**

#### **will:**

- Be appropriately trained in line with Hounslow Borough expectations and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long term absence of the designated person, the deputy will assume all functions above.

### **The manager:**

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;
- Ensures all staff feel able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and in accordance with the settings whistle blowing policy; and
- Ensures that children's safety and welfare is addressed through the curriculum

### **Confidentiality and sharing information**

The setting will ensure all staff understands that child protection issues warrant a high level of confidentiality. This is not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff will only discuss concerns with the designated person or manager. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

## **Integrated practice**

- Liaise with and make referrals to appropriate agencies about children where there are safeguarding or child protection concerns, including the Local Authority Designated Officer (LADO).
- Co-ordinate the development of integrated practice for vulnerable children and families including using Local Authority Procedures
- Develop effective links with relevant statutory agencies. For example, Health, Police, GPs, Local Authority.
- Co-ordinate and support the setting when working with a child who has a Child in Need or a Child Protection Plan.

## **Meeting statutory requirements**

- Ensure that the child protection policy is updated annually, and that all staff have read and understood this policy.
- Ensure that policies and procedures relating to Safeguarding and Child Protection are fully implemented by the setting and followed by staff, students and volunteers.
- Embed robust Safeguarding and Child Protection practices across all areas of the provision.
- Co-ordinate the early identification of vulnerable children and families and the involvement of mothers, fathers and carers.
- Liaise with OFSTED about safeguarding concerns.
- Set up and manage clear, accurate and secure record keeping systems.
- Implement additional safeguarding policies and procedures

## **Parental partnership**

Where possible, concerns will be discussed with the parent and/or carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral to the LADO unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent's actions or reactions.

Where we decide not to seek parental permission before making a referral to the LADO, the decision will be recorded in the child's confidential file with reasons, dated and signed.

Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice should be sought by the LADO

Parents must notify the setting regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded. We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities for safeguarding children by making clear our statutory duties to safeguard children.

## **How our setting will put this Safeguarding and Child Protection policy into practice**

To meet and maintain our responsibilities towards children we will:

- Treat all children with respect.
- Be good listeners.
- Ensure staff are positive role models to children and other members of the team and never engage in rough physical or sexually provocative games.
- Maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language.
- Be alert to changes in a child's behaviour.
- Recognise that challenging behaviour may be an indicator of abuse.
- Raise awareness of child protection issues and equip children with the skills they need to keep themselves safe.
- Involve children in decision-making which affects them (taking into account their age and stage of development).
- Ask the child's permission before doing anything for them, which is of a physical nature, such as assisting with dressing or administering first aid.
- Read and understand all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical intervention and information-sharing.
- Be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

## **Recognising inappropriate behaviour displayed by members of staff or any other person working with children**

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them must be a priority at all times. The Statutory Framework for the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements (2014) requires every setting to ensure that staff can recognise and respond in a timely and appropriate way to inappropriate behaviour displayed by other members of staff, or any other person working with children e.g.

inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

## **Intimate and Personal Care**

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy changing should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

## **Children who may be particularly vulnerable**

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

- A looked after child
- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living in temporary accommodation or living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality; and
- Do not have English as a first language
- Have a parent with enduring or untreated mental health problems

## The procedure for responding to specific child protection concerns about a child at risk of significant harm

- In an emergency take the action necessary to help the child, for example, call 999.
- To stop other activity and focus on what we have seen or are being told.
- To understand that responding to suspicion of abuse takes immediate priority.
- Report any concerns we have to the Designated Safeguarding and Child Protection person or deputy immediately.
- If the Designated Safeguarding and Child Protection person or deputy is not available, ensure the information is shared with a member of the safe guarding team (displayed across the nursery) in the setting that day and ensure action is taken to report the concern to children's social care.
- To ask the parent/carer about what has been observed, so long as it does not put the child at increased risk. We will also ask the child if he/she is old enough, and note what they tell us and how they behave.
- If we decide not to discuss our concerns with the child's parents we will record this and the reason why we made that judgement.
- To take action to obtain urgent medical attention for the child, if required.
- To record what we have heard or seen, what has been said, and what we did. We will use a body map, but will not take photographs.
- To keep the notes taken at the time, without amendments, omissions or addition, whatever subsequent reports may be written (dated and signed on each page).
- If the Designated Safeguarding and Child Protection person has any reason to believe that a child is subject to either physical, emotional, sexual abuse or neglect, he/she will immediately report these concerns to the **LADO** who will refer to a duty social worker. However, if we are seriously concerned about a child's immediate safety, we will dial 999. The setting will keep records of all decisions or actions agreed in discussion with the LADO.
- To operate on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- To seek support for staff if they are distressed.



## **Recognising and responding to an allegation concerning a member of staff, volunteer, student or other adults in contact with children in the setting.**

All staff have a duty to disclose any concerns they have about the conduct of other staff or adults in contact with children. An allegation of child abuse made against a member of staff (within the work environment or outside of work) or other adult in contact with children in the setting may come from a parent, another member of staff or from a child's disclosure.

North Star Preschool will:

- Treat the matter seriously.
- Avoid asking leading questions.
- Keep an open mind.
- Make a written record of the information that includes: when the alleged incident took place (time and date), who was present, and what was said to have happened.
- Sign and date the written record.
- Report the matter immediately to the Designated Safeguarding and Child Protection person, or named deputy, where the designated person is the subject of an allegation.
- Contact LADO for advice and further guidance and cooperate fully with the process and with any Police investigations.
- Follow the settings disciplinary procedure. Due to the serious nature of the concerns, staff may be suspended until a full investigation has taken place. The setting will support and treat with respect the member of staff whilst suspended.
- Await the outcome of the investigation before taking further disciplinary action.
- Ensure, if it appears from the results of the investigation that the allegations are justified, that disciplinary action will follow, taking legal advice where necessary.
- Where it seems likely that 'on balance of probabilities' abuse may have taken place, be able in law to dismiss the individual and refer them to The Disclosure and Barring Service (DBS).
- If the result of the investigation is that it was a false allegation, give the individual appropriate support.
- Inform Ofsted throughout the investigation as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

## **Support for those involved in a child protection issue**

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

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

- Taking all suspicions and disclosures seriously.
- Responding sympathetically to any request from a member of 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 help lines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

## **Staff Training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Child protection training will be a mandatory part of the induction process. The designated safeguarding person will ensure that the staff's knowledge, understanding and practice of Safeguarding and Child Protection are current and up-to-date. Where gaps are identified support and training will be mandatory. Training is up-dated at least every three years.

## **Safer Recruitment**

- Please see Safer Recruitment Policy

## **Use of mobile phones and Cameras**

- Please see Mobile Phone and Camera Policy

## **Confidentiality and sharing information**

- Please see Confidentiality and Information Sharing Policy

## **Recognising abuse**

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. The setting will ensure all staff understands their

responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the Safeguarding and Child Protection designated person using the four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect set out below:

### **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.

Female genital mutilation should also be considered physical abuse. This is the practice is also known as female genital cutting and female circumcision.

### **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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Radicalisation or indoctrination of a way of life that may be dangerous for a child should also be considered emotional abuse. Staff should refer to the 'Prevent' strategies for information and advice. This abuse may touch on other areas of abuse.

### **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.

## **Indicators of abuse and what you might see**

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the Safeguarding and Child Protection designated person. We are aware that it is our responsibility to report concerns, but that it is not our responsibility to investigate or decide whether a child has been abused.

We are aware that this could take a number of forms, for instance:

- A child has an unexplained injury, bruise or mark.
- A child has an injury, bruise or mark and the explanation given for how it was caused is not consistent with the injury.
- There are significant changes in a child's behaviour.
- The child shows signs of significant neglect, including untreated medical conditions.
- The child makes comments that give you cause for concern.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding and Child Protection designated person to decide how to proceed. The setting does not need 'absolute proof' that the child is at risk to make a referral.

## Guidance and Sources of information

Working Together to Safeguard Children	<a href="http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children">http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children</a>
The London Safeguarding Children Board – London Child Protection Procedures	<a href="http://www.londonscb.gov.uk/procedures">www.londonscb.gov.uk/procedures</a>
Ofsted	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
Statutory Framework for the Early Years Foundation Stage 2012	<a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a>
Disclosure and Barring Service	<a href="https://www.gov.uk/government/organisations/disclosure-and-barring-service/about">https://www.gov.uk/government/organisations/disclosure-and-barring-service/about</a>
Safer recruitment	<a href="http://www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment">http://www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment</a>
Plymouth serious case review	<a href="http://www.plymouth.gov.uk/serious_case_review_nursery_z.pdf">http://www.plymouth.gov.uk/serious_case_review_nursery_z.pdf</a>
Little Stars serious case review- Birmingham	<a href="http://www.safecic.co.uk/news/476-scr2713">http://www.safecic.co.uk/news/476-scr2713</a>
Keanue Williams serious case review	<a href="http://www.lscbbirmingham.org.uk/images/stories/downloads/executive-summaries/Case_25_Final_Overview_Report_02.10.13.pdf">http://www.lscbbirmingham.org.uk/images/stories/downloads/executive-summaries/Case_25_Final_Overview_Report_02.10.13.pdf</a>
Daniel Pelka serious case review	<a href="http://www.coventrylscb.org.uk/files/SCR/FINAL%20Overview%20Report%20%20DP%20130913%20Publication%20version.pdf">http://www.coventrylscb.org.uk/files/SCR/FINAL%20Overview%20Report%20%20DP%20130913%20Publication%20version.pdf</a>
The Munro Review of Child Protection 2011	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf</a>
Online Safety: A Toolkit	<a href="http://www.plymouth.gov.uk/documents-onlinetoolkit.pdf">http://www.plymouth.gov.uk/documents-onlinetoolkit.pdf</a>

for Early Years Settings	
Stop it Now! Campaign – sexual abuse	<a href="http://www.stopitnow.org.uk">www.stopitnow.org.uk</a>
Childline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
UNICEF	<a href="http://www.unicef.org">www.unicef.org</a>
The Children Act 1989	<a href="http://www.legislation.gov.uk/ukpga/1989/41/contents">www.legislation.gov.uk/ukpga/1989/41/contents</a>
Information Commissions Office (ICO)	<a href="http://www.ico.gov.uk">www.ico.gov.uk</a>
Information sharing guidance	<a href="http://www.richmond.gov.uk/home/council_government_and_democracy/council/partnerships/integrated_working/information_sharing-children_and_young_people.htm">http://www.richmond.gov.uk/home/council_government_and_democracy/council/partnerships/integrated_working/information_sharing-children_and_young_people.htm</a>
Advisory, Conciliation and Arbitration Service (ACAS)	<a href="http://www.acas.org.uk">www.acas.org.uk</a>
Direct Gov for information relating to legislation	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>
The Prevent Duty relating to children or their families at risk of being drawn into terrorism	<a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>

**Key service contacts:**

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**Key professional contacts:**

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**Emergency out of hours contacts**

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## Forms to use in case of safeguarding incidents:

<b>Safeguarding incident referral form</b>	
<b>Date of incident:</b>	<b>Time of incident:</b>
<b>Staff Name/s</b>	
<b>Full name(s) of child / children involved</b>	Name: _____ Date of birth: _____ Male/ female _____
	Ethnicity and culture _____ Preferred language of child _____
<b>Parental responsibility</b>	Name: _____ Address: _____ Telephone number: _____
<b>Give details of incident:</b>	<p><b><i>Things to consider:</i></b></p> <p><i>When the child was first admitted to the setting?</i></p> <p><i>Is the child currently or previously know to be a subject to a child protection plan or currently or previously know to be a child looked after by the local authority?</i></p> <p><i>Does the child have any disability or special educational need?</i></p> <p><i>Please provide a description of any incidents or conversations and dates they have occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.</i></p>
<b>Immediate actions</b>	
	<b>How</b>
<b>When and how were parents informed?</b>	<b>Details</b>
	<ol style="list-style-type: none"> <li>1. Verbally on the day at normal collection time</li> <li>2. By phone at the time of incident</li> <li>3. Confirmation in writing within 3 days</li> </ol> <p>Other _____</p>
<b>Which other agencies were informed?</b>	
Ofsted Name: _____ Contact Number: _____ Details of advice given: _____	Date: _____
Date followed up in writing: _____	
LADO / Initial Response Team (IRT) Date: _____	
Name: _____	
Contact Number: _____	
Details of advice given: _____	



Date followed up in writing:	
Early Years and Childcare Team Name: Contact Number: Details of advice given:	Date:
Date followed up in writing:	
Police Name: Contact Number: Details of advice given:	Date:
Date followed up in writing:	
Other (e.g. NSPCC) Name: Contact Number: Details of advice given:	Date:
Date followed up in writing:	
<b>How it was dealt with?</b> Please tick all that apply	<ol style="list-style-type: none"> <li>1. Internal Assessment (e.g. reviewed risk assessment, or staff deployment resulting from incident)</li> <li>2. Investigation by Ofsted</li> <li>3. Investigation by other agencies (please give details)</li> </ol>
Give details and attach any reports or correspondence that are relevant:	NB: any follow up conversations, phone calls, correspondence, emails etc must include date, time, name of contact and be securely attached to original form.
<b>Action and Outcomes:</b> Please tick all that apply	<ol style="list-style-type: none"> <li>1. Internal actions</li> <li>2. Actions agreed with Ofsted</li> <li>3. Changes to conditions of registration</li> <li>4. Other action taken by Ofsted</li> <li>5. No action</li> <li>6. Actions imposed or agreed with other agencies including Early Years and Childcare Team</li> </ol>
<b>Please give details:</b>	
<b>Has a copy of this record been shared with parents?</b>	<b>YES</b> <b>NO</b>
<b>Name of recorder:</b>	

<b>Position:</b>	
<b>Signature:</b>	
<b>Date record completed:</b>	
<b>Outcome notified to parents (Within 28 days) Date</b>	<b>YES</b>

<b>Record of Information Sharing</b>					
<b>Date</b>	<b>Time</b>	<b>Person Contacted</b>	<b>Agency</b>	<b>Staff Name</b>	<b>Record of conversation</b>
		<i>Who are you having the conversation with?</i>	<i>E.g. LADO, Ofsted, safe guarding</i>	<i>Your name</i>	<i>Include the method of communication, eg phone/ in person. Write the exact conversation. If you have written records such as an email, just attach a copy to this form.</i>

