

Little Angels Pre-School Safeguarding Policy



Purpose And Aims

Little Angels pre-school recognises that safeguarding is the responsibility of everyone within our organisation. Our policy applies to all staff, volunteers, and visitors in the pre-school. The pre-school will ensure that procedures are in place so that each person understands their responsibilities and are regularly trained to keep their knowledge current. We have 2 Designated Safeguarding Leads who have attended Solihull DSL modules and regularly refresh their safeguarding knowledge. All staff attend complete Safeguarding Training and complete annual refreshers to keep up to date with current issues.

All staff should be aware of systems within the pre-school which support safeguarding and these should be explained to them as part of staff induction. This should include the;

- Safeguarding Policy
- Behaviour policy
- Code of conduct
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of Keeping Children Safe in Education 2022 should be provided to staff at induction.

The intention of this Safeguarding Policy is to:

- Protect all children and young people, who use our services
- Provide all staff, students and volunteers with the overarching principles that guide our approach to safeguarding and child protection

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Specifically, safeguarding means: protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring that children grow up with the provision of safe and effective care and taking action to enable all children and young people to have the best possible outcomes.

Statutory Framework

In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

- The Children Act 1989 & 2004
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)
- Prevent Duty guidance for England & Wales 2015
- Working Together to Safeguard Children (DfE 2015)
- Keeping Children Safe in Education (DfE 2022), which is available at [Keeping children safe in education: information for all school and college staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002663/Keeping-Children-Safe-in-Education-2022.pdf)

Roles And Responsibilities

All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education 2022* and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.

All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse (see Appendix 2 for details).

All staff must complete Prevent training and understand their duty to report any suspicion they may have that a family or family member is being radicalised.

The Role of the DSL

The Owner and Manager are the Designated Safeguarding Leads and must ensure that this policy; and associated procedures are followed by all staff.

The Manager must also;

- Ensure that the pre-school is alert to possible private fostering arrangements, and that in the pre-school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).
- Ensure that staff accompanying educational visits are fully trained in risk assessment procedures.
- The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff.
- The Designated Safeguarding Lead will have the status and authority within the pre-school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- Ensure that a record of all children that staff have concerns about, regardless of level of intervention required – if any, is kept updated and shared with staff and partner agencies as appropriate. These records must include children who are part of Early Help, Child In Need and Child Protection plans.
- In making decisions on whether to refer child protection concerns/disclosures to Children's Social Care the Designated Safeguarding Lead must use Children's Social Care Thresholds and Practice Standards.
- The DSL will consult with the Referral and Assessment Service if still unsure on whether to refer.

Safeguarding Statement

Little Angels Pre-School recognises that:

- The welfare of the child is paramount (Children Act 1989) and whilst we intend to work in partnership with parents and families we will ensure that the child is the main focus at all times
- Working in partnership with children, young people, their parents, carers, extended families and external agencies is essential in promoting welfare and safety
- All children regardless of age, disability, special educational need, racial heritage, religious beliefs, sexual orientation or identity (or that of their parents), residency status or any other characteristic have a right to equal protection from all types of harm and/or abuse
- Some children are particularly vulnerable because of either their current life circumstances or previous life experience, or that of their parents

- Some children are additionally vulnerable due to a special educational need, communication need including those with English as an additional language or their level of dependency. The criteria for those considered vulnerable is not exhaustive and Little Angels acknowledges our responsibility to consider each child and young person's vulnerability on an individual basis
- Sharing information with outside agencies such as those in the medical profession, second settings and social care services where appropriate is key to ensuring a multifaceted approach to safeguarding.
- The term Children includes everyone under the age of 18.

Little Angels Pre-School will seek to keep children and young people safe by:

- Promoting an inclusive culture where every child matters
- Listening to them
- Valuing and respecting their views, opinions, beliefs, values and behaviours
- Appointing a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead
- Having a clear complaints procedure
- Adopting child protection and safeguarding practices through procedures and policies for all staff, students and volunteers
- Understanding our reporting criteria in relation for all types of child abuse and additional reporting responsibilities in relation to particular types of child abuse and ensuring that the staff team are aware of such reporting responsibilities
- Providing effective management for staff, students and volunteers through supervision, support, training and quality assurance measures
- Safer recruitment for all staff, students and volunteers
- Safe and secure storage of information
- Sharing information about safeguarding, child protection and good practice with children, their families, staff, students and volunteers, via our policies and procedures and one to one discussions
- Using our Safeguarding procedures to share concerns and relevant information with external agencies and where appropriate involving parents and carers
- Using our procedures to manage and report any allegations against staff and volunteers
- Creating and maintaining a culture of Equal Opportunity and managing via our policies and procedures any events of discrimination or bullying which may occur
- Creating and maintaining a culture which promotes the difference between professional and personal relationships to ensure that the barriers between the two do not become blurred
- Ensuring that we provide a safe physical environment for our children, young people, students, staff and volunteers by applying compliance measures in accordance with the law and regulatory guidance.

Dealing With Concerns Or Disclosures Regarding A Child Or Young Person

All staff and volunteers must be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories are described in more detail in Appendix 1 and signs indicating the possibility of abuse are described in Appendix 2. The abuse may be instigated by one or more adults; and/or other children and young people.

Other forms of abuse which we also need to be aware of are:

- Female Genital Mutilation
- Prevent/Radicalisation
- Bullying

- Domestic Abuse - Also witnesses to domestic abuse
- Cyber Bullying/Online abuse
- Child Trafficking
- Grooming
- Breast ironing
- Intra-familial harms for siblings following incidents

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all efforts must be made to inform the designated safeguarding lead immediately so that the Referral and Assessment Service can be informed and the necessary protective measures implemented.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross-examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Observe their demeanour.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the Pre-School's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

- The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead, immediately. The member of staff must provide the DSL with a signed, dated **written** record of a disclosure, using the agreed pre-school pro forma.
- The Designated Safeguarding Lead must place the concern on the pre-school's safeguarding file for the child (creating one if necessary).
- When the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead, has been informed, they shall make the decision whether or not to refer the concern to Social Care.
- Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time.

Confidentiality

Safeguarding information should be treated as confidential and only shared with the appropriate authorities.

All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

Staff/volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

Communication With Parents/Carers

Parents and carers will be made aware of any concerns the pre-school have at the first opportunity, providing that that concern does not directly involve the parent. If the concern involves a parent or someone in a position of trust then child social care or the police will be contacted without the parents knowledge or consent. It will be made clear that this is a legal obligation in order to protect that child and not a personal decision.

Recording Keeping

The completed forms/records will be kept for the duration of the child's pre-school career and where a child changes pre-school the forms/records will be copied to the Designated Safeguarding Lead at the receiving pre-school or school. The pre-school will retain a receipt for the records signed by the receiving pre-school/school.

The information contained will be regarded as confidential. Any request for access to the information by non-Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the DSL who is advised to seek legal advice before acting.

Dealing With Concerns Regarding Staff Or Volunteers

(See Appendix 3 for Professional Abuse Flow Chart)

To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff behaviour (code of conduct) policy, or may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

All members of staff/volunteers must report any such concerns to the Designated Safeguarding Lead (or in his/her absence to the Deputy DSL), unless the concern relates to these members of staff (in which case they should report directly to the Office Manager). Failure to report it in accordance with procedures is a potential disciplinary matter.

The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:

- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality.
- Allow the person to talk freely. Do not cross-examine, interview, or probe. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Stress that it was the right thing to share the concerns.
- Explain what has to be done next and who has to be told.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.
- The member of staff must provide the Designated Safeguarding Lead (or in their absence, the deputy) with a signed, dated **written** record of their concerns, using the agreed Pre-School concern pro forma, without delay.

The Manager will not investigate the concern itself, or take written or detailed statements, but will assess whether the concern meets any of the three criteria set out above. If any of the criteria are met then the

Manager **must contact the LADO (Local Authority Designated Officer) within one working day**, and provide the LADO with **written** confirmation of the concern.

The Manager shall, as soon as possible, **following briefing** from the LADO inform the subject of concern.

If concern is raised regarding the Manager, then the Office Manager will liaise with LADO.

Children who are looked after

The most common reason for children becoming looked after is as a result of abuse or neglect. The pre-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 Key Worker for the 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.

New recommendations:

A need for providers to be alert to any matters causing concern in a child's life.

The need for practitioners to have and implement a policy for safeguarding children, including an explanation of the action to be taken when there are safeguarding concerns about a child.

Policy and procedure for mobile phones and cameras used on site and a procedure for dealing with any allegations raised against a member of setting staff.

Recommendations place a greater emphasis on information sharing. This includes the need for sharing information when a child moves address and the need for good practice in gaining consent for data sharing.

All practitioners should refer to their local safeguarding children's board (LSCB).

Disqualification By Association

It is no longer a legal requirement that the Manager informs Ofsted of any staff who lives in the same household as someone who is disqualified from working with children. The pre-School, however, still follow best practice by informing the manager of any such instances at the earliest available opportunity. Staff are required to provide the following information:

- Details of any order, determination, conviction, or other ground for disqualification from registration under the regulations made under section 75 of the childcare Act 2006.
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose.
- The body or court which made the order, determination or conviction and the sentence (if any) imposed.
- A certified copy of the relevant order (in relation to an order or conviction)

Appendix 1 - Types Of Abuse And Neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

36. **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

37. **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.

38. **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, 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 cyberbullying), 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.

39. **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.

40. **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 (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.

APPENDIX 2: Indicators Of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour eg. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, eg. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks

Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.

Date of review February 2024 Hayley Tizick

APPENDIX 3 –

Professional Abuse Flow Chart

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Working Together to Safeguard Children 2015

If an allegation is made against any adult who comes into contact with children in either a paid or unpaid capacity in the setting, the child minder or any person in the child minder setting

Childcare provider contacts the 1.
LADO 024 76833443
2. Ofsted 0300 123 1231

LADO to be consulted on initial planning and whether the member of staff/person concerned is to be informed of the allegation; the LADO will ask you to complete a referral form to be returned to the secure GSCX email address LADO@coventry.gcsx.gov.uk . If there is an offence or on-going risk to the child you must make a referral to Social Care 024 76788555 or contact the Emergency Duty Team - Out of Hours 76832222 and or the Police)

Ofsted should be informed of all allegations made against members of staff. It is the duty of the manager to ensure this happens.

Position of Trust (PoT) meeting may be convened to consider allegation and plan any further enquiries/investigation – this is a multi-agency meeting which may include the Police and Ofsted and is chaired by the LADO to exchange information and to decide on formal investigation processes. There are occasions when investigations are in process before a PoT is convened these are usually when the allegation has been made directly to the Police

Allegation is unfounded
setting/CQRA to support
member of staff/child minder
returning to work

Allegation is founded,
disciplinary procedures apply
and any potential criminal
proceedings.

Manager/Senior Officer to make a referral to DBS. In the event of Child minder settings Ofsted will withdraw registration and will liaise on the referral to the DBS - 01325953795

It is your duty to report concerns to the Manager or Safeguarding Officer. If you feel that your concern has not been dealt with appropriately you have a duty to report your concern directly.