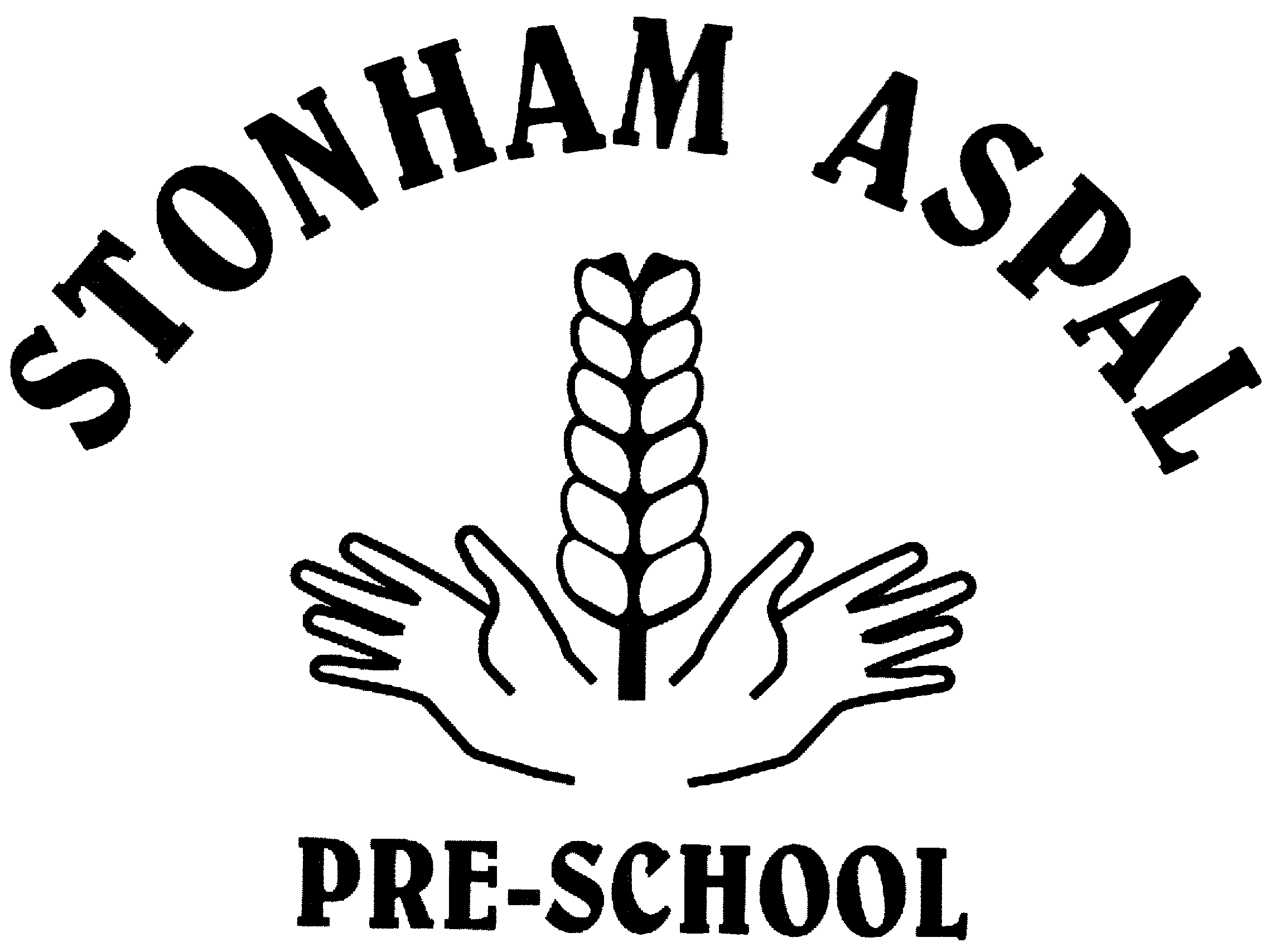
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# Safeguarding Children, Young People and Vulnerable Adults Policy

Stonham Aspal Pre-School creates an environment in which children are safe to play and learn. We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery. Any suspicion of abuse is promptly and appropriately responded to.

NB: A ‘young person is defined as 16-19-year-old. In an Early Years setting, they may be a student, worker or parent.

A ‘Vulnerable adult’ (see guidance to the care Act 2014) as: ‘a person aged 18years or over, who is in receipt of or may need community care services by reason of ‘mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation’. In Early Years, this person may be a service user, parent of a service user or a volunteer.

We meet children’s needs as individuals through observation, assessment and planning, working in partnership with parents/carers and with other professionals.

We encourage children to become independent and confident, promoting their right to be strong and resilient and to have their voice heard.

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people and vulnerable adults.

Stonham Aspal Pre-School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, visitors and volunteers to share this commitment.

There are three members of our ‘Child Protection Team’: two designated members of staff and one designated officer from the Management Committee. The designated persons are:-

* Pre-School Manager and Designated Safeguarding Lead, Siobhan Morley
* Deputy Designated Safeguarding Leads, Nicki Glazebrook and Julie Ponton
* Anna Haley, Committee member

This group is responsible for carrying out child protection procedures. The designated persons will undergo training to provide them with the knowledge and skills required to carry out the role. Training is updated every 2 years. They refresh their knowledge of safeguarding on an ongoing basis by accessing e-bulletins, Suffolk Safeguarding Partnership CASPAR and the NSPCC website.

When the setting is open, but the designated person is not on site they should be contactable by phone. The lead or deputy is always available for staff to discuss safeguarding concerns. The DSL and Deputy DSL ensure they have relevant links with statutory and voluntary organisations.

* Customer First (Social Care) 08088 004005
* Professional Consultation Line (MASH) 0345 6061499
* Suffolk Police 01473 613500
* Ofsted 0300 123 1231
* Local Authority Designated Officer 0300 123 2044

**The ‘Referral Flow Chart’ and telephone numbers for relevant authorities** are on display on the Pre-School Notice Board in the Pre-School entrance.

**We adhere to the following legal frameworks and Guidance:**

###### ***Legal references***

###### Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

**Further Guidance**

Working Together to Safeguard Children (HMG 2018)

Statutory Framework for the Early Years Foundation Stage 2021

What to Do if You’re Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism’ (HMG 2015)

Keeping Children Safe in Education 2018

Education Inspection Framework (Ofsted 2019)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

***Further guidance***

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

**Parental Responsibility**

The Children Act 1989 emphasises the role of parents/carers in the health and well-being of their children. It is a legal, not social, statute. In law, mothers automatically have parental responsibility, whilst birth fathers do not, unless they are married to the mother at the time of the birth, or the couple marry later. Alternatively:

* Birth fathers who were not married to the mother before December 2003 can apply to the family court; or
* Birth fathers who were not married to the mother after December 2003 can go with the birth mother to jointly register shared parental responsibility.

As childcare practitioners, we recognise that children are seen as persons in their own right and that the name on the birth certificate does not necessarily convey the legal status of parental responsibility. If a situation arises where we are asked to not allow a parent contact with a child, we will ask to see the legal documentation.

**Legal Contact**

Where an adult, other than the person(s) with parental responsibility, has legal contact with a child, Pre-School must be informed of this persons name. This may be, for instance, as a result of parental separation or additional support being given to the parents/child. The Pre-School will need to see the legal documentation naming the person with legal contact.

If we are made aware a child has been privately fostered, we must inform social services within 28 days, this does not apply to a Grandparent.

**Children’s rights and entitlements**.

* The setting expects every adult and child to treat each other with respect and dignity. The needs of every child will be considered in respect of traditions, culture, disability and special educational needs. If a child is injured or treated inappropriately by another child, then an Incident Form is completed and shared with the parent’s/carers of the child who has behaved inappropriately.
* All issues concerning discrimination, bullying and social isolation will be treated according to our Equality and Diversity Policy and Behaviour Management Policy.
* Children will be encouraged to develop independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and vocabulary to resist inappropriate approaches.
* Pre-School recognises that early intervention is essential in supporting a child in need (see also Special Educational Needs Policy, Siobhan Morley is the SEN Coordinator).
* Development Matters in the Early Years Foundation Stage (2012), will be used to support and promote children’s personal, social and emotional development
* Rigorous risk assessment procedures are in place to protect children from accidents and injuries. Children are supported to learn and play safely, exploring risk at a developmentally appropriate level. If a child has an accident/incident in Pre-School an Accident/incident Form is completed and shared with the child’s parents/carers at the end of the session.
* An adult who needs to take a child aside to talk about the child’s behaviour will remain in sight and hearing of another member of staff.
* The layout of the Pre-School will permit supervision of all children, whilst still allowing them to create some ‘private’ areas for themselves, such as ‘dens’.

**Safeguarding children and child protection**

* The ‘designated persons’ will make this Policy available to every new family at Pre-School so that they are aware of Pre-School’s Child Protection procedures.
* Through the Key Person approach, staff will work sensitively with families to build relationships of trust and respect which will encourage understanding and avoid misunderstanding and alienation. Records, such as the Online Learning Journey, are shared continuously to develop a shared understanding of the child’s development and needs.
* Staff at Pre-School, especially the child’s Key Person, will strive to work with any agency involved in working with families that have been referred.
* The Pre-School maintains individual Accident Records, Incident Records, Medication Records and Records of Concern. These are confidential and secured in a locked filing cabinet.
* Pre-School will seek advice from Customer First if there are immediate safeguarding concerns and the MASH consultation Line if general advice is required. We ensure that no child, family or member of staff is put in danger where a person has had an allegation of abuse made against them.
* Safeguarding Practice Review (Formally Serious Case Reviews**)** (SCRs) were established under the Children Act (2004) to review cases where a child has died and abuse or neglect is known or suspected. SCRs could additionally be carried out where a child has not died, but has come to serious harm as a result of abuse or neglect.
* The premises are secured at all times to ensure no unauthorised person can gain access to the children.
* Staff, members of the Committee and parents/carers will be made aware of the names of the designated persons and of the process for referral. The designated Safeguarding Lead will support staff members and non-staff members when making referrals.
* The Management Committee and Pre-School Staff are clearly aware of their duty to care for the children (through training and this Policy) and have put in place a procedure outlining what to do if allegations are made against Staff, Committee Members or Volunteers and Visitors.
* Staff will use the ‘whistle blowing’ procedures if they become aware another member of staff is behaving inappropriately with the children.
* The setting recognises that ‘children in care’ may have experienced traumatic situations and will support the child’s emotional wellbeing appropriately. Children who are fostered and still forming secure attachments will be offered appropriate settling in/transition and their social worker will be closely involved in the process, reviewing this as part of the child’s care plan.
* Adults will not be left alone with individual children or small groups or spend time with children out of sight of other adults, for long periods.
* Parents/carers visiting Pre-School with their child will be asked not to go to isolated areas, such as the toilets, without a supervising member of staff.
* Children will only be released into the care of individuals named by the parents/carers.
* If a child has been absent for more than 2 sessions and the parent/carer has not informed us, we will give them a courtesy call to find out why they have been absent. We record absences if a child has been absent for more than 2 sessions if we have not had a prior notice from a parent/carer. Please see COVID-19 appendix for current updates regarding child absence.
* If a child is not collected at expected time or at close of setting times, the procedure laid out in the Non-Collection of Children Policy will be followed.

**Suffolk Signs of Safety and Wellbeing**

Suffolk Signs of Safety and Wellbeing is paramount at Stonham Aspal Pre-School. In the signs of safety, the child is the central part of the whole family. We will use the three houses to capture the child’s views.

* We will find out what the physical barriers are, we will listen to the child, what are they worried about
* We will take into consideration their thoughts and feelings, their physical wellbeing, what is working well for the child.
* We assess what needs to happen to help the child move closer to achieving their goal.

***RESPONDING APPROPRIATELY AND RECORDING INCIDENTS WHEN CONCERNED ABOUT A CHILD’S WELFARE:***

*See Appendix A for signs of neglect and abuse.*

* A parent/carer can report abuse or neglect of their own child (first party) to Customer First. They can record and share without consent. We (the practitioner) can direct them to the Referral Flow Chart and offer the booklet ‘What to do if you are concerned about a child’. The information shared with us (the practitioner) should be recorded, dated and signed.
* We (the practitioner, second party) can record abuse and share information without consent with Customer First when we have either observed abuse or neglect, or a child has made a disclosure to us. The recorded information will be dated and signed. A Record of Concern will be opened and a Multi-Agency Referral Form completed. These are submitted via the CYP Portal. We will use the Signs of Safety Assessment Tool alongside referrals. This is displayed in the office.
* Anyone else (i.e. another parent/carer, neighbour etc., third party) can record/report abuse that they have observed directly to Customer First. In this case, if they share information with us, we must record (sign and date) what action is being taken by us (i.e. directing the person to the Referral Flow Chart and ‘What to do if you are concerned about a child’)
* If a child arrives at Pre-School with an injury (i.e. a bruise or cut) the parent/carer or staff member complete an ‘Outside Pre-School Incident/Accident form’.
* When a disclosure is made by a child an accurate record will be made, signed and dated and placed in a Record of Concern. The child will be listened to but not interrogated. Questions such as who, where, when and why may be asked. The member of staff will be offered emotional support from the designated persons who will use their professional judgement and advice from MASH to decide on the appropriate course of action. Members of staff should use the ‘body map’ picture to record bruising or physical abuse accurately. This should be signed, timed and dated.
* If it is considered the child may be in imminent danger of abuse the child will not be released into the care of the parents or carers. The ‘designated person’ will contact Customer First and the Police for support. Actions will be recorded, dated and signed. Any written reports will be passed on to Customer First where an allegation of serious abuse is made, within the same day. A Multi-Agency Referral Form will be completed and sent by secure email (We will phone Customer First to let them know we have sent a referral form to them).
* Those members of staff involved in cases with a Record of Concern will be prepared to be part of a core group and attend case conferences, share information and continue their work with the family when specific issues have been identified*.*
* A Record of Concern and Chronological Order form must be kept in date order in a confidential file separate to other records. Such records will be kept in a locked cabinet and available only to those directly involved, and at the ‘designated person’s’ professional judgement (see Sharing Information). These will be reviewed termly.
* Providing it is not considered that sharing information with parents or carers will put the child at risk (see Information Sharing paragraph above), staff will meet with the child’s parents or carers to discuss their concerns.
* A Common Assessment Framework form will be completed with the family to support and empower parents to meet a child’s needs. We can fill out a pre-assessment checklist to see if a child and their family need to fill in a Common Assessment Framework form. This is a preventative measure and not a response to abuse or neglect.
* Allegations of abuse of children will be reported to Ofsted and Suffolk Safeguarding Children Board on the same day the allegations are made.

**ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF STAFF**

* Allegations of abuse (see Appendix A) made against a member of staff should be reported to the ‘Designated Safeguarding Lead Siobhan Morley (Pre-School Manager), Julie Ponton or Nicki Glazebrook Deputy designated safeguarding leads or the ‘designated person’ on the Management Committee depending on who is most senior and appropriate in the circumstances. Allegations of abuse can also be made directly to Customer First using the Customer First telephone number.
* The designated person, will contact the LADO (local authority designated officer) informing them of the allegation. The LADO will call a strategy meeting and inform the setting of what they should do. The address is Clapham House, Clapham Road, Lowestoft, Tel. 01502 405097.
* The designated person will then refer the child involved to Customer First to protect or support them.
* The designated person will inform Ofsted.
* Before suspending the member of staff, the designated person will contact the IAA (Information, Advice, Assist) at Suffolk Families Information Service (0845 60 800 33) for advice.
* A signed, dated and timed record will be made of the allegation. Records will be kept securely by ‘the designated person’.
* A member of staff who has had an allegation made against them will not make any contact with the concerned parties.
* We recognise the importance of not interfering in any investigation by social care or the police.
* Confidentiality will be observed at all times and only those people directly involved in the situation, i.e., the family of the child, the ‘designated person’ and authorities will be informed.
* Where staff have been suspended, they will only be reinstated if allegations have been investigated and are found to be incorrect.
* Where the allegation is deemed to be misconduct by the designated persons, the settings Disciplinary Procedures will be put in place (see Employment Policy). Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we will notify Suffolk Safeguarding Children Board and OFSTED.

**ALLEGATIONS OF ABUSE MADE AGAINST A MEMBER OF THE COMMITTEE, VOLUNTEER OR VISITOR**

* Allegations of abuse (see Appendix A) made against a member of the committee, volunteer or visitor should be reported to Siobhan Morley (Setting Manager and Designated Safeguarding Lead), Julie Ponton or Nicki Glazebrook (Deputy Designated Safeguarding Leads), or the designated person with responsibility for Safeguarding Children on the Management Committee depending on who is the most appropriate in the circumstances. Allegations of abuse can also be made directly to Customer First using the Customer First telephone number.
* The designated person will contact the LADO (local authority designated officer) within 24 hours of the allegation who will call a strategy meeting and inform the setting of what they should do.
* Customer First will be contacted about the child so that they can be referred for support and the setting will inform them that they have contacted the LADO.
* The designated person will inform Ofsted.
* A signed and dated (and timed) record will be made of the allegation. Records will be kept securely by the ‘designated person’.
* The adult who has had an allegation made against them will not make any contact with concerned parties.
* Before suspending the member of the committee, volunteer or visitor, the designated person will contact the IAA at Suffolk Families Information Service (0845 60 800 33) for advice.
* Confidentiality will be observed at all times and only those people directly involved in the situation, i.e. the family of the child, the ‘designated officer’ and authorities (i.e., Police, Social Care and Ofsted) will be informed.
* Committee members, volunteers or visitors will only be reinstated if allegations have been investigated and are found to be incorrect.

Confidentiality will be observed at all times and only those people directly involved in the situation, i.e. the family of the child, the ‘designated officer’ and authorities will be informed.

**Information Sharing**

* Staff will gain informed consent from the person with parental responsibility to share confidential information. We will explain the purpose of sharing the information, how the information will be shared, who the information will be shared with, how the information will be stored and for how long. The conversation/meetings will be dated and recorded in the child’s Record of Concern.
* Where a family does not agree to Pre-School sharing information with other agencies, this will be respected unless Pre-School feels a satisfactory explanation for the child’s ‘condition’ has not been given, in which case Pre-School will seek advice from Customer First/Professional Consultation Line and consider how the child’s needs will be met.
* Any relevant information collected will be accurately recorded, dated and signed and shared only with those who ‘the designated persons’ deem ‘need to know’ i.e., staff at Pre-School. It will always be stored in the child’s confidential Record of Concern and locked in a secure cabinet. Only the key people involved will have access to the Record of Concern. Open Records of Concern will be passed by hand or sent by recorded delivery, to the child’s next setting, and we will keep a copy. Closed Records of Concern will be stored securely at Pre-School for 5 years.
* Where it is decided that referral is not necessary, the reasons why will be recorded on the Record of Concern, will be signed and dated and a Chronological Order form will be kept with the Record of concern.
* If we are sharing data outside the UK, i.e. if a child is moving to another country, we will check protocol with the Access Team at Customer First.
* Staff will always be willing to work in an ‘inter-agency’ approach that will ensure continuity of care and prevent harm to the child. Where the child is on the Child Protection Plan, staff (especially the child’s key person) will work closely with agencies involved.

**The setting may share information without consent when the reason for doing so:-**

* Safeguards the child from abuse or neglect.
* Safeguards the child from harming themselves or others.
* If we feel a child or family is in immediate risk of harm or abuse.
* Is a medical emergency (parents/carers are asked to give permission for emergency medical treatment upon registration)
* If information is requested by the Police, the Court or Social Care (not Solicitors or local authority)
* If a crime has been committed (not reporting a crime could be seen as colluding)

We will always keep a record of the decision to share information or not, and why this decision is made.

**Safe Recruitment and Training**

* It will be made clear to applicants for posts within the Pre-School, that any position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
* All applicants who work within the Pre-School, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least two references. All references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought. Applicants who are rejected have the right to approach Pre-School for an explanation.
* Staff will be inducted and trained in Child Protection procedures and made aware of the definitions of abuse and neglect (see Appendix A). During the induction process new members of staff sign to say they have read and understood this policy.
* New staff complete a probationary period of 4 months. A probationary period will not be confirmed unless the Pre-School is confident that the applicant can be safely entrusted with children. Probation period may be extended further if required.
* Good practice is maintained through staff appraisal, supervision, peer observations, regular staff meetings, training and appropriate child to adult ratios.
* Staff and the designated officer from the Committee will attend Safeguarding Children training at the appropriate level, as soon as possible after their recruitment, and repeat this every three years along with any other relevant training.
* To avoid the possibility of known abusers being employed all staff currently working at the Pre-School (both paid and voluntary, and aged over 17 years) undergo an enhanced Disclosure and Barring Service (DBS) check either undertaken by Ofsted or the Pre-School’s agent. All new DBS checks will then use the update service.
* Students on placement will be required to have a current DBS from their College or University, if they do not then we will require them to do a DBS if they are with us for longer than 3 weeks.
* All members of staff will be requested to sign a statement at their annual appraisal confirming that they have not been convicted, or had allegations made against them, of child abuse. Parents/carers who help on an occasional basis will also be asked to sign this statement.
* Adults volunteering will not take children to the toilet, change nappies, change clothing or be left alone, out of sight of another adult, with a child or group of children.

**Disclosure Barring Service**

All staff (and volunteers who work on a regular basis) are subject to enhanced checks through the Disclosure and Barring Service. They are expected to register online with the DBS checking service used by Stonham Aspal Pre-School and provide 3 forms of ID required within two weeks of being offered a position. Login details for the service will be provided at the time of the job offer.

All new members of staff must subscribe to the update service. Any new committee member must subscribe to the DBS update service, if a committee member has been with us for more than three years and is not on the update service then there DBS must be renewed. Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.

We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.

**Suitability to work with children**

Parents/carers, students on work placements must sign the suitability to work with children agreement. This is for the persons to sign to say they have not had a caution or conviction against them.

**Baby Sitting**

Any member of staff who agrees to babysit for parents/carers children who they care for in Pre-School will sign a Pre-School agreement that they will not discuss any child in the setting with the parent.

**Early help**

All staff understand the principles of Early Help and are able to identify those children and families who may be in need of early help and enable them to access it. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

**Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to

achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

***Use of Electronic Devices***

**Mobile Phones**

Staff and visitors must sign to say if their mobile phone is in the premises. Mobiles must be kept in the office on silent. The Pre-School landline number can be given to family members and friends for emergency contact use.

Whilst on trips, staff will carry personal mobile phones with them but only to enable them to keep in touch with each other.

Staff will not give out their personal phone number to parents/carers unless there is an acknowledged agreement with the Pre-School such as a staff member providing a babysitting service. In such cases phone numbers will be deleted once the reason for having them has passed.

**Cameras and Electronic Devices**

Photographing children inappropriately is a form of abuse.

The Pre-School cameras or tablets will be used to take photographs of a child for their online Learning Journey, for our term books or display and for promotional mediums such as the Pre-School’s website, brochures and postcards. Consent is sought upon registration and parents/carers sign the pre-school permission form to acknowledge this. A full explanation is in the Photography Policy. Cameras/tablet will not be taken into the toilet area when children are present in Pre-School. It is not permissible for parents/carers to use their own camera when visiting the setting, apart from occasions such as the Christmas Play, when separate permission is sought from all parents/carers. Where

there is an objection parents/carer will be informed that no photographs may be taken. Please see photography and filming policy. Where photographs are permissible parents/carers are informed they must not put Pre-School photographs on any social network sites or in any other public domain.

The Pre-School tablets are accessed through a secure password so children cannot gain access to the internet. Any wi-fi capable device will be disconnected when not in use. Any electronic device will always be monitored by a member of staff.

Personal cameras which belong to staff will not be used to take any pictures of children in Pre-School.

**E-Safety**

The ongoing development of technology, and in particular the internet, provides endless opportunities for children and young people but at the same it also brings risks such as accessing inappropriate content, scams and exploitation. We ensure children are continuously supervised when using the tablets or interactive white board. They are password protected and are not linked to any pre-school or personal online accounts. Children are only able to access age appropriate content.

**Social Networking Sites and the Internet**

Staff members, committee members and volunteers are aware of relevant policies and procedures in place to manage online behaviour and sensitive data and information management in order to reduce risk of online abuse. Staff using social networking sites shall make no reference to Stonham Aspal Pre-School (Refer to Social Networking Policy). They are aware of their responsibility to the safeguarding of all children and understand the procedures to be followed where they become aware of a first, second or third-party disclosure through a social networking site. Staff are made aware of the disciplinary and grievance procedures with regard to inappropriate access to information on the internet with regard to abuse of children. Procedures to follow if an adult connected to Pre-School is accused of child abuse are contained in this Policy.

Staff are aware of confidentiality, any breach in social networking sites/internet may be subject to disciplinary.

***Links into other policies:***

*Special Educational Needs Policy*

*Equality and Diversity Policy*

*Alcohol and Drugs Policy*

*GDPR*

*Lost Child on an Outing*

*Lost Child in Pre-School*

*Trips Policy*

*Health and Safety Policy*

*Behaviour Management Policy*

*Working in Partnership with Parents*

*Settling in Transitions*

*Social Networking*

*Complaints*

*Confidentiality*

*Documentation*

*Non-collection of Children*

*Employment*

*The Learning Environment*

*Photography Policy*

*Staff Conduct*

***Responsibility:***

* *Stonham Aspal Pre-School will ensure that all staff, parents/carers, volunteers and others involved in its work will follow and implement this policy.*
* *The managerial responsibility for this policy will lie with the Stonham Aspal Pre-School management committee and staff team.*
* *This Safeguarding Children Policy (“Child Protection”) will be evaluated and reviewed by the management committee. Staff contribute on an annual basis and parents/carers will also be invited to contribute.*
* *We will listen to children’s points of view and consider this when making and reviewing policies.*

***This Safeguarding Children (“Child Protection”) Policy was adopted at a meeting of the Stonham Aspal Pre-School Committee***

|  |  |
| --- | --- |
| ***Date*** | ***January 2022*** |
| ***To be reviewed again by:*** | ***January 2023*** |
| ***Chairperson signature*** |  |
| ***Pre-School Manager signature*** |  |

Stonham Aspal Pre-School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, visitors and volunteers to share this commitment.

**Appendix A**

Types of Abuse

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

**Physical Abuse** 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** 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**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 it may involve a parent 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)
    - ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Trafficked Children**

Child trafficking is the recruitment and the movement of children for the purposes of exploitation. Children are most commonly exploited for sexual purposes, exploited to carry out forced labour or criminal activity or held in servitude.

**Female Genital Mutilation (FGM)** is also known as female circumcision.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence.

**Child Sexual Exploitation** is a type of sexual abuse in which children are exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. Children may be groomed and offered gifts/rewards for sexual favours.

**Child Criminal Exploitation (Formally known as County Lines)** The UK Government defines county lines as: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

**Extra-familial Abuse and Threats** is linked to 'contextual safeguarding' or 'complex safeguarding'. These concepts refer to harm that occurs to children outside of their family system, often during the adolescent years because at this age their social networks widen.

**Prevent Duty**



Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Signs could be, changes in behaviour, strong opinions or using natural materials as weapons.

Protecting children from the risk of radicalisation is seen as part of our pre-school wider safeguarding duties and is similar in nature to protecting children from other forms of harm or abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and which specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

We promote children’s personal, social and emotional welfare through our British Values.

**Appendix B**

British Values

Stonham Aspal Pre-School agrees with the Department for Education on promoting British Values.

**Democracy**

Children at Stonham Aspal Pre-school listen to each other through small group games and experiences. We have a poster called ‘Our Views’ which children have made statements on with regards to how they treat others, for example, ‘Kind words’ and ‘We share’. We have a behaviour policy which staff must adhere to and we all then have the same expectations of children’s behaviour. Our learning journeys reflect the children’s voice, where they can express their opinions on different aspects of pre-school.

**Individual Liberty**

At pre-school children make choices; we have open fronted storage cupboards where children can access their own resources. Children get to know what resources we have and will ask adults to help them to find them if they are in store cupboards which cannot be accessed without the help of an adult. We have a daily routine where children can access child or adult led activities based on their own interests; we have a rolling snack time where children choose when they would like their snack.

**Mutual Respect**

Our school Ethos emphasises how we all come together and support each other. We learn rules such as sharing, taking turns and routines of the day. Adults support children in their learning of these values.

**The Rule of Law**

We have visits from local police officers who tell us about their jobs and how they keep us safe; we also have a visit to the fire station once a year to find out about what they do. Staff all work together so children understand the rules and boundaries within pre-school and the world around us, so children can have a safe environment to play in.

**Tolerance of those of different Faiths and Beliefs**

Through knowledge and understanding of the world we celebrate different cultures and beliefs. In our learning and routines at Pre-School we promote tolerance and understanding while celebrating British values, this will help children respect other cultures while developing a sense of national identity. We visit the church for Harvest Festival and Easter, we celebrate British traditions such as May Day and the Royal Family events and we also observe traditions from other cultures such as Chinese New Year and Diwali.

**Appendix C**

COVID-19

Children’s emotional well-being is essential in helping them to thrive, learn and progress – and to cope with whatever challenges they come across in life. COVID-19 and the lock down will have affected all children in some way, and as Early Years Educators we recognise that being aware of this and providing support at this time is important.

All staff have read and will adhere to ‘*Keeping Children Safe in Education 2020.’*

Support Plans will be put in place for children who are absent due to isolating or illness or if the setting has to close for any period of time. Key persons will keep in contact with those families through Tapestry, phone calls and email. We may offer “Drive-by” home visits to keep in touch with families and children. This will be done at a social distance and following any current lockdown and government guidelines.

If a child is absent and we have not been notified by the parents/carers by email or voicemail, we will make a courtesy call to ensure they are not absent due to being unwell with a symptom of coronavirus.

Please see COVID-19 Policy for further information.