

## Safeguarding Policy

*'This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*

(Children's Workforce Development Council, 2009)

### Aims

We want every child who attends our setting to have optimum life chances and enter adulthood successfully. To support this aim we will:

- ensure every child who attends the setting is safe and protected from harm and does not suffer from any unnecessary impairment to their health and development.
- ensure all those who work in the pre-school, either paid or unpaid, have a clear understanding of their legal responsibility to safeguard and promote the welfare of all the children in their care.
- ensure that parents and carers have a clear understanding of the legal responsibilities relating to safeguarding and promoting the welfare of all children.
- provide activities that will equip our children with the skills they need to stay safe.

### Ethos

At Stepping Stones Pre-School the child's welfare is paramount and the children are supported by safe and effective care. We maintain a positive emotional environment where adults and children are confident to express themselves safe in the knowledge that they will be listened to and respected. In order to do this:

- staff are well trained and knowledgeable about safeguarding issues and understand the child protection referral and whistleblowing procedures.
- positive relationships with parents and carers are an important part of practice.
- staff and volunteers undertake their roles in a professional manner.

*This policy has been written in accordance with Norfolk Safeguarding Children Board (NSCB) guidance and the Early Years Foundation Stage statutory requirements.*

### Confidentiality

Staff, volunteers and Committee will:

- keep concerns confidential and only share them with those that need to know in order to protect children in line with the referral process.
- always keep records secure and accessible only to those who need to know in order to protect children.
- sign the safeguarding policy which includes the requirement for confidentiality.
- sign the confidentiality pledge.

### Information Sharing

If it is in the public interest we are obliged to share confidential information, without consent from the person who provided it, or to whom it relates. That is when:

- It is to prevent a crime from being committed or to intervene where one may have been.
- To prevent harm to a child or adult.
- Not sharing it could be worse than the outcome of having shared.

## Roles and responsibilities

<p>Safeguarding Lead Practitioner (SLP) <i>Pre-School Leader</i></p>	<p>Lydia Pryor</p>	<ul style="list-style-type: none"> <li>• Reviews and updates Safeguarding policy</li> <li>• Reviews and updates Policies</li> <li>• Puts safer recruitment process in place</li> <li>• Maintains and records DBS checks</li> <li>• Ensures contact details for LADO and child protection referrals are up-to-date</li> <li>• Writes, reviews and updates Code of Conduct</li> <li>• Models and promotes safer working practice</li> <li>• Ensures parents understand the settings safeguarding responsibilities</li> <li>• Inductions in place with clear safeguarding information</li> <li>• Ensures staff attend relevant safeguarding training</li> <li>• Schedules, cascades safeguarding updates, reminders and information for staff and ensures this is evidenced.</li> <li>• Ensures allegations against staff are acted upon.</li> <li>• Attends relevant training and keeps knowledge up-to-date.</li> <li>• Makes child protection referrals</li> <li>• Represents the setting at multi-agency meetings</li> <li>• Maintains accurate safeguarding records and stores them appropriately</li> <li>• Supports staff to record accurate records</li> <li>• Establishes appropriate relationships with other agencies with regard to safeguarding</li> <li>• Provides appropriate information to support transitions</li> </ul>
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Deputy Safeguarding Lead Practitioner <i>Deputy Manager</i>	Davina Tebbutt	Supports or deputises for the SLP in the following: <ul style="list-style-type: none"> <li>• Reviews and updates Safeguarding policy</li> <li>• Ensures contact details for LADO and child protection referrals are up-to-date</li> <li>• Adheres to code of conduct</li> <li>• Models and promotes safer working practice</li> <li>• Ensures parents understand the settings safeguarding responsibilities</li> <li>• Schedules, cascades safeguarding updates, reminders and information for staff and ensures this is evidenced.</li> <li>• Acts upon allegations against staff.</li> <li>• Attends relevant training and keeps knowledge up-to-date.</li> <li>• Makes child protection referrals in SLPs absence</li> <li>• Can represent the setting at multi-agency meetings.</li> <li>• Maintains accurate safeguarding records and stores them appropriately</li> <li>• Support staff to record accurate records</li> <li>• Establish appropriate relationships with other agencies with regard to safeguarding</li> <li>• Provides appropriate information to support transitions</li> </ul>
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Chair of Management Committee	Tina Gibbons	<ul style="list-style-type: none"> <li>• Ensures Safeguarding policy in place</li> <li>• Ensures policies reviewed and updated</li> <li>• Ensures safer recruitment process in place</li> <li>• Ensures DBS checks recorded</li> <li>• Ensures Code of Conduct in place</li> <li>• Identifies member of the Committee responsible for safeguarding</li> <li>• Ensures SLP and Deputy SLP nominated</li> <li>• Ensures contingency for their absence in place</li> <li>• Ensures inductions in place</li> <li>• Ensures safeguarding updates and reminders for staff are evidenced.</li> <li>• Ensures allegations against staff are acted upon.</li> <li>• Attends relevant training</li> </ul>
Committee member with responsibility for safeguarding		<ul style="list-style-type: none"> <li>• Supports Chair in above</li> <li>• Attends relevant training.</li> <li>• Reviews training needs of SLP at supervisions.</li> </ul>

Administrator and assistants	<ul style="list-style-type: none"> <li>• Read, understand and follow the Safeguarding Policy, and related policies as listed.</li> <li>• Know who the Safeguarding Lead Practitioner and Deputy are.</li> <li>• Adhere to the Code of Practice.</li> <li>• Demonstrate high standards of safe working practice.</li> <li>• Understand the role of the key person.</li> <li>• To be proactive in checking understanding of safeguarding policy and procedure and refreshing knowledge.</li> <li>• Report concerns about any adult working or volunteering in the setting to the manager, following the whistleblowing procedure as detailed in the policy.</li> <li>• To report concerns about the manager directly to the Local Authority Designated Office (LADO) and the Chair of the Committee</li> <li>• Receive information about safeguarding at induction and to attend and keep up to date safeguarding training.</li> <li>• <b>If you fundamentally disagree with the SLP or the Deputy's decision <i>not</i> to make a referral or professional consultation then you have the right to follow procedure and make a referral to Children's Services. The disagreement should be recorded and details of the reasons made clear to the SLP's line manager.</b></li> </ul>
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### Training

All staff and volunteers make a commitment to undertake the appropriate training, detailed in the matrix below, in line with NSCB guidance and their role and to keep this updated. Safeguarding Policy and procedure are regular agenda items at staff meetings and training days.

Staff have the opportunity to discuss Safeguarding Policy and procedure at staff meetings and their half termly supervisions.

### **Induction**

All staff, volunteers, students and Committee members to be taken through the procedures detailed in this policy on induction and after a period of absence.

All staff, volunteers and students to be given a copy of the Safeguarding Policy on induction and asked to read and sign that they have understood it.

All staff, volunteers and students to be shown where the recording concerns form and body map form are stored and where the flow charts and phone numbers are displayed.

### **Supervisions**

All staff, volunteers and students who work at the setting to be given regular supervisions where they have the opportunity to discuss or raise any concerns. These should be recorded and a copy kept on file.

<b>Role</b>	<b>Introduction to child protection</b>	<b>Safeguarding training for Committees</b>	<b>Safeguarding Lead Practitioner (SLP) training</b>	<b>Safer Recruitment training</b>	<b>NSCB multi-agency training</b>
Safeguarding Lead Practitioner (SLP)			Required	Recommended	Recommended
Deputy Safeguarding Lead Practitioner			Required	Recommended	Recommended
Committee Members		Recommended		Recommended	
All Early Years Practitioners	Required				
Volunteers	Required				
Administrator	Required				

### **Parents and carers**

The pre-school makes a commitment to working in partnership with parents and carers and ensuring that they are made aware of the duty to promote the protection and welfare of children.

## **Registration**

- At their child's induction parents and carers are shown the *Ofsted parents' poster*, the *Duty of Care poster* and taken through the allegations against adult's process.
- Parents and carers are taken through the *Parent & Pre-School* contract, which summarises the Safeguarding, Equal Opportunities and Behaviour policies, and asked to read it, sign it and return a copy to the office.
- The registration form asks for proof of parental responsibility and whether the family is in the Family Support Process or involved with any other agencies.

## **Policy documents**

All policies are available to parents and carers on the pre-school website and copies can be emailed or printed on request.

## **Accidents and existing injuries**

The *Accident, Incident* and the *Accident at Home* forms and daily attendance records should be audited termly to check for any unusual patterns of attendance or accidents that may indicate a safeguarding issue. If a safeguarding concern arises, a *record of concern* form should be completed and used in the best interests of the child. This form should be kept in the Safeguarding file and the child's personal file marked **Separate file in Safeguarding**. The Safeguarding file is a separate locked file and is only available to the SLP and Deputy.

## **What is abuse and neglect?**

*Abuse and neglect are forms 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 know to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.*

Working Together to Safeguard Children (2018)

## **Physical abuse**

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**

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 overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploration 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***

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. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (excluding 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.

### **Procedures for handling disclosures**

A child may decide to disclose information that may indicate they are suffering from abuse or neglect. A child chooses to speak to an adult because they feel that they will listen and that they can trust them. The adult needs to listen to what the child has to say, and be very careful not to 'lead' the child or influence in any way what they say.

- Stay calm.
- Listen and be supportive.
- Not ask any leading questions, interrogate the child, or put ideas in the child's head, or jump to conclusions.
- Not stop or interrupt a child who is recalling significant events.
- Never promise the child confidentiality – it must be explained that information will need to be passed on to help keep them safe.
- Avoid criticising the alleged perpetrator.
- Tell the child what must be done next (the safeguarding process must be followed).
- Record what was said immediately as close to what was said as possible. Also record what was happening immediately before the child disclosed. Be sure to sign and date the record in ink.
- Contact the Safeguarding Lead Practitioner immediately.
- Remember to seek support for yourself.

### **Safer working practice**

- All staff and volunteers have a duty of care towards the children who attend the setting.
- All staff and volunteers are asked to sign and adhere to a Code of Conduct.

- We have an e-Safety Policy which includes guidance on the use of cameras and mobile phones.
- All staff and volunteers must report any concerns that they have about inappropriate behaviour of an adult either to the designated SLP or through the supervision process.
- Staff and volunteers, who have not had a full DBS check cannot be left unsupervised with the children, help them with intimate care or wash their hands.
- Physical contact with children should be professional and physical restraint should be safe.
- Staff need to be in earshot and/or view of another member of staff.

### **Allegations against adults**

We make a commitment to safeguarding children and to ensuring that all staff and volunteers are committed to safeguarding children.

- We have a robust Whistleblowing procedure and all staff and volunteers are clear that they have a duty to share concerns about staff following the Whistleblowing Policy.
- Any allegations against an adult who works with children should be reported immediately to the designated SLP.
- The Local Authority Designated Officer (LADO) should be informed within one working day of all allegations that are raised with the SLP or the police.

An allegation may relate to an adult who works with children who has:

- behaved in a way that has harmed 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 they may pose a risk of harm to children.

### **Safer recruitment process**

It is our aim to prevent unsuitable people being employed or volunteering to work with children in our setting. We are committed to safer recruitment and follow the recommendations from the Norfolk County Council safer recruitment process for early years and childcare settings. These commitments include:

- Setting up and adhering to robust recruitment and selection processes for all adults and students who undertake to work whether paid or unpaid at the setting as detailed in our Safer Recruitment Policy.
- Using robust vetting and checking processes through the involvement of outside agencies (DBS) and the ISA, the submission of full references on request and completion of a health declaration.
- Completing annual declarations for all adults who work paid or unpaid as part of the appraisal process.

### **Transitions**

When a child starts at Stepping Stones or moves on to another setting or school it is important that important information is transferred.

- We ask on the registration form if the family is involved with any other agencies and for the contact details of any previous setting attended.
- We will contact previous settings to enquire if they held any safeguarding records on that child if appropriate.
- We record if the family do not give consent for information to be transferred and inform the lead social worker.
- We record if any records are transferred without consent.



## Relevant policies

Safeguarding children is much broader than child protection. Listed below are our policies which come under the umbrella of safeguarding.

- Accidents and Incidents
- Administration of Medicines
- Admissions
- Behaviour
- Complaints
- Confidentiality & Information Sharing
- Equal Opportunities
- e-Safety
- Failure to collect a child on time
- Health and Safety
- Intimate Care and Touch
- Missing Children
- Partnership with Parents
- Special Educational Needs (SEN)
- Staff Disciplinary procedures
- Safer Recruitment
- Transitions

## Key legislation and guidance

Listed below are the most recent legislation and guidance that have informed this policy:

- Working Together to Safeguard Children (2018)
- What to do if you are worried a child is being abused (2015)
- Information Sharing (2018)
- Guidance for safer working practice for those working with children and young people in education settings (2015)
- Safeguarding in early years and childcare guidance for early years and childcare settings in Norfolk *Safeguarding toolkit* (Norfolk County Council) 2016
- Norfolk Safeguarding Children Board (NSCB) Safer Programme (2017)
- Early Years Foundation Stage (2008/2012/2014/2017/2018)

## What to do if you have a concern about a child

- Discuss any concerns with the Safeguarding Lead Practitioner (SLP) or the Deputy SLP, in the event of their absence talk to the named contingency on the day.
- Together with the designated SLP, record the concern on the *record of concern form* (paper copies are kept in the blue drawers in the room and on the pc in *Documents>Learning & development>Safeguarding forms*, see appendix).
- Include full details of the child and family, plus what your concerns are, details of any support the setting has provided to the child/family and what you would like to happen.
- Discuss with the SLP whether to share these concerns with the parents or carers and who should talk to them.
- It is best practice to share concerns with parents and carers unless to do so would place the child at further risk of harm or undermine a criminal investigation.
- Record if consent is not sought from the parent/carer and the reason for this.

## Call the Children's Advice and Duty Service (CADS) switchboard on 0344 800 8020

- The CADS worker will agree a way forward with you and keep the SLP informed. They will send a written record of your conversation within 5 working days. The outcomes could include a full referral to the Multi Agency Safeguarding Hub (MASH) for further investigation, the Police, or for work with Early Help. The setting will not investigate and will be led by the Local Authority and/or the Police.
- Make careful records of all conversations, in ink, including the dates and times of whom you spoke to, the information shared and the action agreed. You do not need to send a written referral
- For more information go to <https://www.norfolkscb.org/>

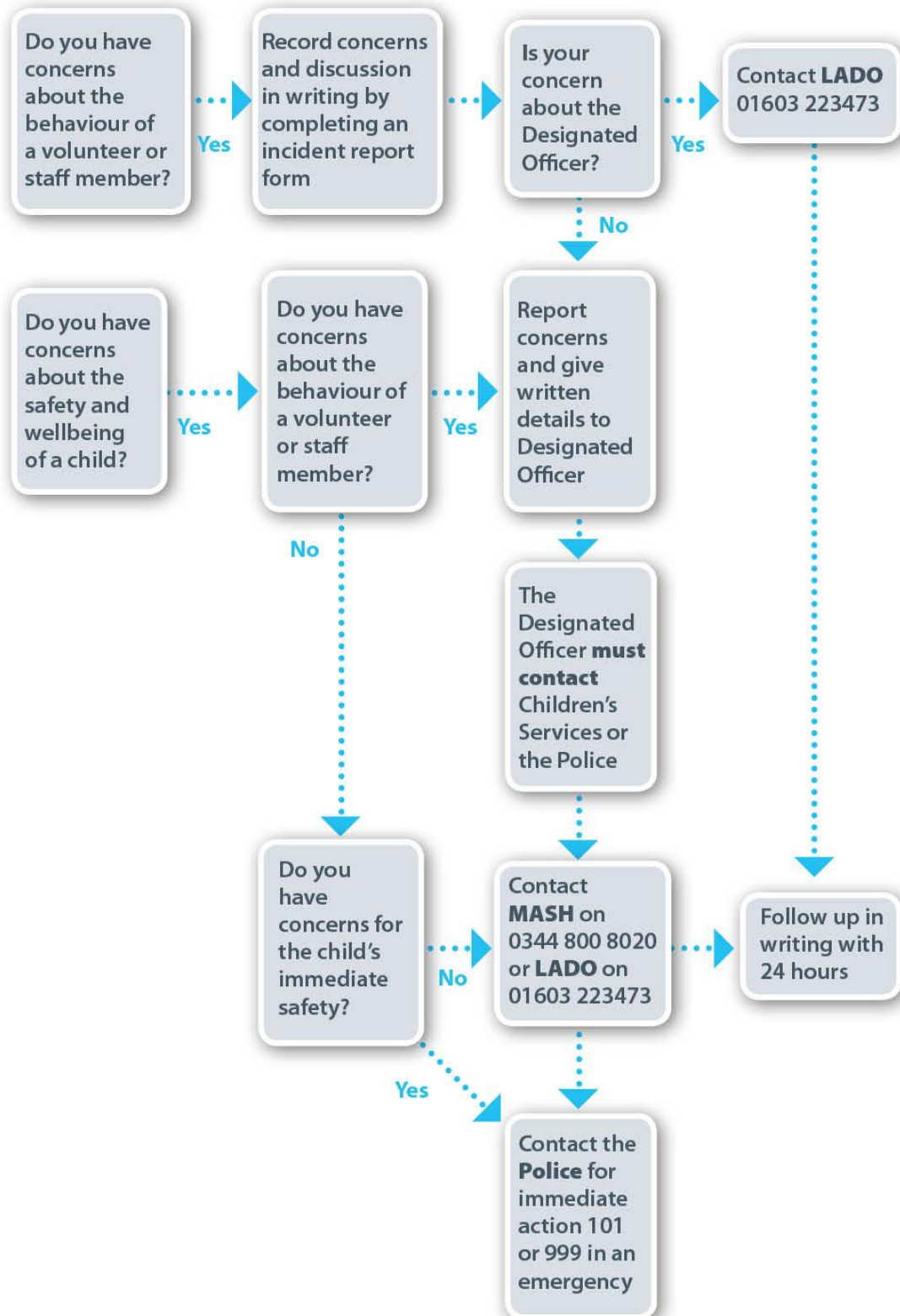
## What to do if you have concerns about an adult working with the children

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.
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
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- Report the concern or allegation to the SLP or the deputy SLP or the named contingency on the day.
  - Together with the designated SLP, record the concern on a *record of concern form*.
  - If the allegation meets the criteria as set out by the Local Authority Designated Officer (LADO) the SLP will complete a *LADO referral or consultation form* to report the concern and email to [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk) within 1 day.
  - Digital versions of the *LADO referral or consultation forms* are kept on the setting's computer in *Documents>Administration>Policies>Safeguarding Forms* or online at [www.norfolkscb.org/people-working-with-children/how-to-raise-a-concern](http://www.norfolkscb.org/people-working-with-children/how-to-raise-a-concern).
  - The SLP will follow the guidance of the LADO and give feedback to you.
  - If the concern is about the designated SLP on the day then talk to the SLP or deputy SLP.

## Appendix 2

### Responding to disclosures, suspicions and allegations



## Recording form for recording safeguarding concerns

Staff, students, volunteers and regular visitors are required to complete this form and pass it to the Safeguarding Lead Practitioner if they have a safeguarding concern about a child in our setting.

Full name of child	Date of birth	Your name and role in setting

Nature of concern/disclosure	
Please include where you were when the child made a disclosure or you became concerned, what you saw, who else was there, what the child said or did, and what you said.	
<b>Was there an injury?</b> Yes/No	<b>Did you see it?</b> Yes/No
<b>Describe the injury:</b>	
<b>Have you filled in a body map to show where the injury is and its approximate size?</b> Yes/No	
<b>Was anyone else with you? who?</b>	
<b>Has this happened before?</b> Yes/No	<b>Did you report the previous incident?</b> Yes/No
<b>Who are you passing this information to? Name:</b>	
<b>Your name:</b>	
<b>Date:</b>	

<b>Action taken by SLP:</b>
<b>Name of worker at Children’s Advice and Duty Service:</b>
<b>Date and time of call:</b>

**Record of conversation with CADS worker:**

**Information shared:**

**Action agreed:**

**Parents/Carers informed?** Yes/ No (If No, state reason)

**Who has received feedback?**

**SLP signature:**

**Date:**