



Safeguarding And Child Protection Policy and Procedure

Contents

Introduction	3
Definitions	3
We define safeguarding as:	3
We define child protection as:	3
We define significant harm as:	3
Responsibility	3
Statutory Guidance References	4
Safer Recruitment	4
When advertising for new staff we will ensure that;	4
When we receive job applications for new staff, we will ensure that;	4
When we shortlist job applicants, we will ensure that;	4
When we interview job applicants, we will ensure that;	4
When we appoint a new staff member, we will ensure that;	5
When we induct new staff, we ensure that;	5
Whilst staff are employed by Lydiard Millicent Pre-School;	5
Safer Working Practice Responsibilities	6
Making Professional Judgements	6
Power And Positions Of Trust And Authority	6
Confidentiality	6
Standards Of Behaviour	7
Dress And Appearance	7
Gifts, Rewards, Favouritism and Exclusion	7
Infatuation And Crushes	7
Social Contact Outside Of The Workplace	8
Communication With Children (Including the Use of Technology)	8
Physical Contact	8
Intimate and Personal Care	9
Behaviour Management	9
The Use of Control And Physical Intervention	10
Sexual Conduct	10
One-To-One Situations	10
Home Visits	10
Transporting Children	11
Educational Visits	11
First Aid and Medication	11
Photography, Videos and Other Images	11
Exposure To Inappropriate Images	11

Curriculum.....	12
Use Of Mobile Phones And Cameras.....	12
Cameras: Photography and Images.....	13
Training	13
Allegations Against Adults	13
Whistleblowing.....	14
Categories Of Abuse and Neglect	15
Preventing Radicalisation and Promoting Fundamental British Values	16
Fundamental British Values.....	16
Child Sexual Exploitation (CSE).....	18
Female Genital Mutilation (FGM).....	18
Private Fostering	18
Domestic Violence.....	19
Substance Abuse	19
Fabricated and Induced Illnesses.....	20
Forced Marriage	20
Mental Health	20
Trafficking.....	21
Witchcraft	21
County Lines	22
Guidance For Staff Responding To Disclosures Or Concerns	23
Reporting Concerns	23
Sharing Concerns With Parents/Carers	23
Data Protection And Information Sharing Vs Safeguarding Concerns	24
Information Sharing –Internal Process	24
Information Sharing- External Process	24
Early Help	24
Record Keeping Guidance For Staff And Volunteers Of Child Protection Concerns.....	25
Children with Special Educational Needs or Disabilities	25
Follow-Up Support Of Vulnerable Children	25
Welcoming Other Professionals	26
Attendance Monitoring	26
Looked After Children	26
Principles:	27
Procedures:	27

Member of staff responsible	Caroline McKellar/Rebecca Bryant
Committee member responsible	Hayley Graham
Date agreed with staff	March 2024
Date agreed at Committee	March 2024
Signed on behalf of Committee	Hayley Graham
Print name & date	Hayley Graham - 20 March 2024
Frequency of policy review	Annual
Date next review due	March 2025

Introduction

This policy should be read in conjunction with:

Lydiard Millicent Pre-School Staffing Policy

Lydiard Millicent Pre-School Health and Safety Policy

Definitions

We define safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

We define child protection as:

- the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm

We define significant harm as:

- There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. (Children Act 1989)

Responsibility

The responsibility for child safeguarding falls on everybody who is associated with the Pre-School. All adults who work at Lydiard Millicent Pre-School are expected to support the Pre-School's Safeguarding and Child Protection Policy, with overall responsibility falling upon the Pre-School committee. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) if there is suspicion of abuse/neglect of a child or if a child discloses abuse or allegations of abuse. We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance 'Working together to Safeguard Children'.

Staff will maintain an attitude of 'it could happen here' as far as safeguarding is concerned. They have a duty to recognise safeguarding concerns and keep an open mind. All concerns regarding the welfare of children must be recorded and discussed with the DSL or DDSL prior to discussions with parents

The Role and Responsibility of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead

- Liaising with parents in all safeguarding matters, keeping them updated of actions taken, unless to do so would put the child at risk of harm.
- Referring a child to Children's Social Care if there are any concerns about abuse or neglect. Any referral will be made by telephone and then followed up in writing.
- Ensuring that everyone who has contact with children at Lydiard Millicent Pre-School is suitable to do so, to include the use of Safer Recruitment practices.
- Liaising with other agencies and services, attending multi-agency child protection conferences, contributing to a Child Protection or Child in Need plan.
- Ensuring that all practitioners are aware of the setting's Child Protection Policy and that training is updated (either by attending training courses, reviews of updates from courses and meetings, appraisals and supervisions to assess knowledge and understanding, or through e-training) at least annually for each staff member and volunteer.

- Keeping and storing accurate records
- Keeping their own knowledge of child protection procedures and practices up to date. Completing level 3 child protection training at least every 2 years and preferably more, updating signs and symptoms of abuse training every three years and keeping Safer Recruitment training updated as well as any additional training such as Prevent Training, Female Genital Mutilation (FGM) training, County Lines training or Absence monitoring training as may be required.
- Ensuring that the setting's child protection policy is kept up to date.
- Recording and reporting any concerns, and recording the reasons why action was or wasn't taken.

Our designated safeguarding lead is Caroline Mckellar

Our deputy safeguarding lead is Lisa French/ Victoria Hamidi

Our committee member with responsibility for safeguarding is Hayley Graham.

Statutory Guidance References

This policy is written with reference to the following statutory guidance;

- Statutory Framework for the Early Years Foundation Stage 2021
- Working Together to Safeguard Children 2018
- Children Act 1989
- Guidance for Safer Working Practice
- Education Inspection Framework
- Children Act 2004
- What to do if you are worried a child is being abused or neglected

Safer Recruitment

When advertising for new staff we will ensure that;

- Advertised posts will include a statement on the organisation's commitment to safeguarding.
- Job descriptions will include a statement regarding the individual's safeguarding responsibilities.
- Job specifications will include a statement regarding the need for enhanced DBS (disclosure and barring service) disclosure as appropriate to the role and contact with children.

When we receive job applications for new staff, we will ensure that;

- All applications are scrutinised for gaps in employment history and evidence of how these gaps were spent.
- All applications are scrutinised for any safeguarding concerns.
- All applications that are not completed as per requirement are discarded.

When we shortlist job applicants, we will ensure that;

- At least one person on the interview panel will have completed the recognised safer recruitment training course. This is currently Caroline Mckellar.
- Shortlisted candidates are sent information outlining the requirements regarding safer recruitment checks including enhanced DBS disclosures, original documentation requirements, etc.
- The interview panel will agree any additional questions regarding individuals' employment history, experience, attitude toward safeguarding and so on, prior to interview.

When we interview job applicants, we will ensure that;

- Interviewees are asked questions relevant to safeguarding as agreed and any additional questions as a result of answers given to explore attitudes toward and motivation to work with children.

- Any disclosure regarding criminal activity is to be explored, even if relating to a spent conviction or soft information.
- Original documents are to be viewed and copies taken at interview, including those of qualifications, and kept on the staff file if the candidate is appointed.

When we appoint a new staff member, we will ensure that;

- All candidates are offered an appointment subject to satisfactory references and appropriate checks.
- Prior to starting, candidates' references will be sought and where returned, confirmation of the detail of the reference will be verified and properly recorded on the staff file.
- The DBS check will be completed and the outcome known prior to appointment where possible. Where this is not possible, a staff member will not be left alone with a child or group of children until the outcome is known.
- Where soft information reveals concern(s) of a possible safeguarding nature, these are discussed as per the Allegation Management procedures.
- Where any convictions are revealed, they will be discussed with the Manager and the DOLA (Designated Officer for the Local Authority) who is informed via the Manager.
- Where an individual starts work prior to the DBS check being returned, the appropriate risk assessment is undertaken including ensuring appropriate supervision of the individual at all times where they have contact with children.

When we induct new staff, we ensure that;

- All candidates are offered appointment subject to satisfactory references and appropriate checks.
- Staff members and volunteers will receive an agreed induction pack which includes;
 - A statement of values and expectations of the organisation in relation to staff and children.
 - A copy of/reference to our whistle blowing policy.
 - Expectation of and information regarding attendance on the relevant introductory Child Protection course as a minimum.
 - A list of key contacts within the organisation for dealing with the various areas outlined above.

Whilst staff are employed by Lydiard Millicent Pre-School;

- Each staff member and volunteer has an opportunity to review and reflect on their work with individual children/young people and families via regular supervision arrangements.
- Where in place, a probationary review will, with the individual, consider safeguarding issues, relating to behaviour, understanding and any further required support.
- Termly performance reviews are undertaken that focus on performance and skills development (including any required training or additional support) in addition to a review of safeguarding issues/practice.
- Where concerns are raised in relation to an individual's behaviour that give rise to safeguarding concerns, this is channelled appropriately through the Allegation Management procedures.
- DBS checks are carried out immediately
- A full employment history is available on file for every member of staff, any gaps in employment are checked and accounted for, and qualifications are checked.
- Staff in the children's workforce are signposted and supported as appropriate to undertake relevant training including relevant courses in the WSCB training programme

Safer Working Practice Responsibilities

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect, bullying and safeguarding concerns.

Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

The safeguarding culture of the Pre-School is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement.

Making Professional Judgements

This policy cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour which is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a pupil which could contravene this guidance or where no guidance exists.

Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a manager.

Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

Power And Positions Of Trust And Authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in the Pre-School setting are in a position of trust in relation to all pupils on the roll.

The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

This means that staff should not:

- Use their position to gain access to information for their own advantage and/or a pupil's or family's detriment
- Use their power to intimidate, threaten, coerce or undermine pupils
- Use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so
- Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.
- Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Confidentiality

Please refer to our confidentiality policy for more detailed information. However, if a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to the manager or the committee.

Standards Of Behaviour

Please refer to our Staff Code of Conduct for more information.

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain the confidence and respect of the general public and those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in a bar from engaging in regulated activity, or action by another relevant regulatory body.

This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a pupil
- use inappropriate language to or in the presence of pupils
- discuss their personal or sexual relationships with or in the presence of pupils
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

Dress And Appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs.

Staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life.

Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

Gifts, Rewards, Favouritism and Exclusion

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable.

It is unacceptable to receive gifts on a regular basis or of any significant value.

It is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil should be in accordance with agreed practice, consistent with the Pre-School's behaviour policy and not based on favouritism.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice.

Care should be exercised when pupils are excluded from an activity.

Infatuation And Crushes

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation.

They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to their most senior manager. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

Social Contact Outside Of The Workplace

The Pre-School acknowledges that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship.

Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse. It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the staff member's own family.

Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with the Pre-School manager and where necessary, referrals made to the appropriate support agency.

Communication With Children (Including the Use of Technology)

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself. Please refer to our ICT policy for more information.

Staff should not give their personal contact details to children for example, e-mail addresses, home or mobile telephone numbers or details of web-based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.

Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others.

Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development.

This means that staff should:

- be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described
- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- always allow/encourage pupils, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed pupil is age appropriate
- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender
- Adults should use their professional judgement at all times.
- Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.

If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the manager and recorded.

Where appropriate, the manager should consult with the DOLA.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

Intimate and Personal Care

Please also refer to the Nappy Changing section of our Health and Safety policy. .

Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable.

When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible.

Intimate or personal care procedures should not involve more than one member of staff unless the pupil's care plan specifies the reason for this.

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering.

There needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Behaviour Management

Please also refer to our Behaviour Management Policy.

Corporal punishment and smacking is unlawful in all early years settings and will not be used under any circumstances.

Staff will not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.

The Pre-School committee should ensure that the Pre-School's behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

The Use of Control And Physical Intervention

Staff must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child

The law states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline

Sexual Conduct

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable.

It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age

Sexual activity with a child will be a matter for criminal and/or disciplinary procedures.

Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour.

They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a manager any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

One-To-One Situations

Staff working in one-to-one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one-to-one work will be undertaken. Each assessment should take into account the individual needs of each pupil and will be reviewed regularly.

Arranging to meet with pupils from the Pre-School or away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

Home Visits

Work with pupils and parents should usually be undertaken in the Pre-School.

There may be however occasions, in response to an urgent, planned or specific situation where this may be necessary. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations.

Appropriate risk management measures will be put in place, before the visit is undertaken. In the event that little or no information is available, visits will not be made alone.

Transporting Children

In normal situations staff or volunteers will not be expected to transport pupils as part of their work.

Staff should not offer lifts to pupils unless the need for this has been agreed by a manager.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so.

Staff should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

Educational Visits

Please also refer to our Health and Safety Policy.

Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable.

Staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Out of school activities will not include overnight stays.

First Aid and Medication

Please also refer to our Health And Safety Policy.

Staff will receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

Children who are competent should be encouraged to take responsibility for managing their own medicines and procedures.

Staff will always act and be seen to act in the pupil's best interest. Staff will make a record of all medications administered. Staff will not work with pupils whilst taking medication unless medical advice confirms that they are able to do so. If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead.

Photography, Videos and Other Images

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances will staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the Pre-School.

Exposure To Inappropriate Images

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

There are no circumstances that will justify adults making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images,

whether using the settings or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children are discovered at the establishment or on the school or setting's equipment an immediate referral should be made to the DSL and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements. Under no circumstances should any adult use Pre-School equipment to access pornography. This means that staff should:

- abide by the establishment's acceptable use and e-safety policies
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate
- equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children and young people.
- Staff should keep their passwords confidential and not allow unauthorised access to equipment.

In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network, and the DSL contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility, they will be at risk of prosecution themselves.

Curriculum

Our curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead.

Use Of Electronic Devices with Imaging and Sharing Capabilities

Mobile phones have a place in our Pre-School, especially during emergency evacuations and on outings. They may be the only means of contact available in our Pre-School and can be helpful in ensuring children are kept safe. However, we also recognise that electronic devices including mobile phones, cameras and tablets can be misused. To protect children, we:

- only use the Pre-School mobile phones in the vicinity of the children
- ensure the use of a mobile phone does not detract from the quality of supervision and care of children
- ensure all mobile phone use is open to scrutiny
- provide secure storage facilities in the Pre-School filing cabinet for the Pre-School mobile phones
- store staff mobile phones in the office or the back cupboard (areas which the children do not frequent) whilst staff are on duty
- ensure any staff known or seen to be using a mobile phone in areas frequented by the children will be disciplined
- prohibit staff from using their mobile phones to take pictures of the children attending the setting
- ask visitors to turn their mobile phones off and challenge any visitor who attempts to use their mobile phone whilst on the Pre-School site
- ensure the use of mobile phones on outings is included as part of the risk assessment; for example, how to keep personal numbers that may be stored on the phone safe
- Smart watches and similar devices with image capturing and sharing abilities are prohibited at all times.

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect children, we will:

- obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure only the Pre-School's designated cameras are used in the setting
- images taken on the Pre-School's camera will not be emailed as it may not be secure.
- ensure parents and carers are not permitted to take photographs of the children in the Pre-School unless prior consent has been obtained by the manager for example for a special event, such as a Christmas play or end of year party
- ensure that if photographs or videos of children are to be taken in the Pre-School, the Pre-School's own equipment will be used
- ensure all cameras used are open to scrutiny
- delete photos stored on the Pre-School laptop regularly
- ensure that children do not bring in and use their own electronic devices such as tablets, cameras and mobile phones
- The Pre-School staff laptop will remain on the premises at all times (unless necessary for repair) and staff are not able to access any images of children from a remote location

Training

We recognise the importance of having highly skilled staff who can implement and support safeguarding practices with confidence. We also recognise that the areas surrounding safeguarding practice are ever changing.

Therefore, we ensure that:

- Our designated safeguarding lead and deputy designated safeguarding lead attend multi-agency training at least every 2 years. They will also be expected to attend safeguarding forums, lessons learned from serious case reviews, WSCB fora and other training as deemed necessary or appropriate by Wiltshire Safeguarding Children Bureau.
- All staff including the DSL and DDSL will undertake single agency training at least every three years (with annual updates and notifications of any necessary changes).
- All new staff, volunteers and committee members will receive safeguarding induction including a copy of the CP policy and in the case of staff and volunteers a code of conduct.

Paediatric First Aid

We endeavour to ensure that all our staff have current paediatric first aid training at all times.

However, as a minimum we will ensure that at least one person who has a current paediatric first aid certificate will be on the premises and available at all times when children are present, and must accompany children on outings.

Allegations Against Adults

All allegations against a member of staff or volunteer that meets any of the three criteria below must be reported to the designated officer for the local authority DOLA (former LADO) immediately for investigation.

1. A member of staff (including volunteers) has behaved in a way that has harmed a child, or may have harmed a child
2. Possibly committed a criminal offence against or related to a child

3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

OFSTED need to be informed within 14 days of an allegation being made.

The contact details for reporting an allegation against an adult are;

- Designated officer for the local authority (direct line): 01225 718079 or 01225 713945
- Multi-agency Safeguarding Hub (MASH): 0300 456 0108
- Out of hours emergency duty Service: 0300 456 0100

Any allegations against staff, volunteers or committee members must be taken directly and immediately to the manager, Caroline Mckellar, who is also our DSL. If the DSL is not present then all allegations must be taken without delay to the DDSL. Any allegations against the manager must be taken to the committee safeguarding lead and DDSL without informing the manager.

The latest process to follow when dealing with a possible allegation against an adult can be found at https://www.wiltshirevpp.org.uk/assets/02523611/allegations_and_concerns_flowchart_-_sept_2022_1.pdf

This flowchart should be followed at all times.

Whistleblowing

Definition:

This is the mechanism by which staff, students or volunteers can voice their concerns, made in good faith, without fear of repercussion. Staff are responsible for bringing matters of concern to the attention of the management and/or external agencies. This is particularly important where the welfare of children may be at risk.

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.

We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting has abused a child. We will refer all allegations of a potential child protection issue to the Designated Officer for the Local Authority (DOLA). The contact telephone number is 01225 718079 or 01225 713945 or 0300 456 0100 out of hours.

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident, whether this relates to harm or abuse committed on the premises or elsewhere).

We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted within 14 days and what measures we have taken. We are aware that it is an offence not to do this.

We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

If anyone is concerned that the Designated person or manager are not taking concerns sufficiently seriously, or taking appropriate action, they must contact the DOLA, or Ofsted direct on 0300 123 1231. If the concern is over someone working with children, they should contact the above numbers directly.

All information and actions taken, including the reasons for any decisions made, should be fully documented.

All referrals to social care are accompanied by a standard referral form.

In cases where the setting disagrees with decisions made by others, then they must follow the WSCB procedures in order to ensure that children are safeguarded.

Categories Of Abuse and Neglect

There are five types of child abuse. They are defined as follows:

- **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm. 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 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 others. 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**

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 both penetrative or non-penetrative acts such as kissing, touching or fondling the child's genitals or breasts, vaginal or anal intercourse or oral sex. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

- **Neglect**

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

- **Bullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist, sexist, homophobic and transphobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). We also recognise that bullying can be carried out through cyber bullying when children use information technology such as mobile phones and tablets. The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm).

Additionally, we recognise that there are other specific safeguarding issues that children need to be safeguarded from. These include:

Preventing Radicalisation and Promoting Fundamental British Values

From the 1st July 2015 all schools and registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the *Prevent Duty*.

Safeguarding is at the heart of everything we do, therefore to ensure that we adhere to and achieve the requirements of Prevent Duty, we will;

- Provide appropriate training for staff as soon as possible, and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- Build children's resilience by promoting *fundamental British values*, enabling them to develop the courage and confidence to challenge extremist views.
- We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology. This will begin as we aim to develop respectful and open relationships with parents, using information gathered from registration forms, and our knowledge of families gained during induction sessions.
- We will ensure staff understand the possible risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views).
- We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern.
- We will work in partnership with our Local Safeguarding Children Bureau (LSCB) for guidance and support.
- We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.
- We will ensure that our Designated Lead Practitioner in Safeguarding will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the Pre-School are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
- Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

Fundamental British Values

For further information with regards to how the EYFS for our Pre-School children can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice on a daily basis at Lydiard Millicent Pre-School, a few examples are listed below:

Democracy: Making decisions together: PSED

Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and opinions, and talk about their feelings. For example, saying when they do or do not need help.

When appropriate they demonstrate democracy in action, for example, children sharing views on what the theme of their role play could be or making choices when decided on child-led planning. Staff support the decisions that children make, and provide activities that involve turn taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are listened to and valued.

Rule of Law: Understanding rules matter: PSED

Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong.

Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example, allowing children to take risks on an obstacle course or talk about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

Managers and staff create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- That any child should be treated less favourably than other child, for any reason. All children and families will be treated with unconditional positive regard.

Child Sexual Exploitation (CSE)

We define Child Sexual Exploitation as:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM has been classified by the World Health Organisation (WHO) into four types:

Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);

Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina);

Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris;

Type 4 – Other: all other harmful procedures to the female genitalia for nonmedical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

For further information on FGM please refer to:

<https://www.gov.uk/government/collections/female-genital-mutilation>

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

There is a duty on the part of parents and prospective carers entering into private fostering arrangements to notify their local authority. This is in order to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help. Local authorities have a legal duty to safeguard the wellbeing of privately fostered children. Once notified Children's Social Care will visit the child and carer and undertake an assessment of the placement and offer support as appropriate.

It is private fostering if:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative as defined above

It is not private fostering if:

- the child is cared for by close relatives
- a social worker arranges the placement
- the child is 16, unless they are disabled

If any member of Lydiard Millicent Pre-School becomes aware of a private fostering arrangement that has not been notified to Wiltshire Children's Social Care then they will inform the DSL or DDSL who will contact Wiltshire Multi-agency Safeguarding Hub (MASH) on 0300 4560108.

Domestic Violence

We define domestic violence as:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

We recognise that domestic violence can impact on children's emotional health and development.

Substance Abuse

Substance abuse is the continued use of alcohol, illegal drugs, or the misuse of prescription or over-the-counter drugs with negative consequences.

This may include:

- Alcohol
- Amphetamines
- Cocaine
- Inhalants
- LSD
- Marijuana
- Prescription drugs
- PCP

We recognise that the adverse consequences for children of parental substance misuse can be multiple and cumulative and will vary according to the child's stage of development. They include:

- failure to thrive
- blood-borne virus infections
- incomplete immunisation and otherwise inadequate health care
- a wide range of emotional, cognitive, behavioural and other psychological problems;
- early substance misuse and offending behaviour
- poor educational attainment. These can range greatly in severity and may often be subtle and difficult to detect.

Fabricated and Induced Illnesses

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy. Munchausen's syndrome, also known as factitious disorder, is a condition where a person pretends to be ill or causes illness or injury to themselves.

Behaviours in FII

The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include:

- a mother or other carer who convinces their child they are ill when they are perfectly healthy
- a mother or other carer who exaggerates or lies about their child's symptoms
- a mother or other carer who manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- a mother or other carer who deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

FII can involve children of all ages, but the most severe cases usually involve children under five.

In over 90% of reported cases of FII, the child's mother is responsible for the abuse. However, cases have been reported in which the father, foster parent, grandparent, guardian, or a healthcare or childcare professional was responsible.

<http://www.nhs.uk/Conditions/Fabricated-or-induced-illness/Pages/Introduction.aspx>

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be

- physical (including threats, actual physical violence and sexual violence)
- emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family).
- Financially abusive (taking your wages or not giving you any money) can also be a factor.

<https://www.gov.uk/guidance/forced-marriage>

Mental Health

Mental illness is an illness of the mind in which a person to some degree loses control over aspects of their thoughts and/or their feelings. It can be very mild- such as mild depression when things look much worse than they are - or very severe - for example when a person's life is totally dominated by an illness such as schizophrenia, and they cannot live independently.

It is estimated that mental illness will affect 1 in 4 people at some time in their lives. When a person is mentally healthy, they feel good about themselves; they can do everyday things easily, like going to school or work, and enjoying their hobbies and friends.

Even when things go wrong, they can usually sort it out themselves, although this may not be easy. When someone becomes mentally ill, they may find everyday things very difficult to do and they may feel confused and upset a lot of the time. They may do things that seem normal to them, but to other people watching they may seem strange.

We recognise that this may impact on the ability of parents to:

- Cope with the everyday challenges of parenting
- Recognise the impact of their mental health on their children
- Manage in a crisis
- Ask for help

Trafficking

The official definition of child trafficking is:

'The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in human-beings'. (Council of Europe, ratified by the UK government in 2008)

Children are trafficked for:

- Child sexual exploitation
- Benefit fraud
- Forced marriage
- Domestic servitude such as cleaning, childcare, cooking
- Forced labour in factories or agriculture
- Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVD's, bag theft

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Witchcraft

What is witchcraft?

Witchcraft can have different meanings and can apply in a number of contexts. Africans Unite Against Child Abuse (AFRUCA) suggests that witchcraft is 'the invocation of alleged supernatural powers to control people or events, using sorcery or magic'.

What is witchcraft abuse?

In terms of abuse those believed to be possessed by evil spirits are sometimes branded as witches. It is also thought by some that these evil spirits seek to find victims in order to promote evil deeds through them. Spirits will therefore override a person's ability to make choices causing them to behave in certain ways that are outside of their control. It is believed that they will act unconsciously unaware of the evil they are causing. Signs of challenging or 'bad' behaviour in children can be interpreted as being influenced by evil spirits and as such they are labelled as witches. Children can also be branded as witches when unexplained or adverse circumstances or events occur to them, their families or those around them. Often children are blamed or scapegoated to be the reason why these things are happening. Various triggers can lead children to being labelled as witches. These may include things such as poverty, deprivation, unemployment, ill health, lack of success and so on. By its own definition blaming a child for negative experiences and labelling them a witch is obviously emotionally abusive. Consequently, further harm will follow, and children will be exposed to harm as a form of punishment and, or as part of a process that supposedly exorcises or expels the evil spirit from the child.

Children at risk of abuse

The following are examples of some groups of children who have been accused of witchcraft abuse;

- Children with disabilities such as autism, down syndrome, dyslexia or epilepsy

- Privately fostered children
- Children whose parents have been branded witches
- Children who are naughty, display challenging behaviour or perceived to be rude
- Children with mental health problems
- Children struggling with sexual identity
- Children with special educational needs
- Children who are left-handed
- Children living in broken families
- Exceptionally bright children who are high achievers

Categories of abuse and neglect in witchcraft abuse:

Physical abuse can be displayed by beating the evil spirit out of the child with use of objects and heavy instruments. It can include kicking, punching and other forms of physical assault. Fasting can also be imposed upon a child leading to starvation.

Emotional abuse underpins the many elements of abuse recognised as a result of witchcraft labelling. Ostracising a child, blaming them for adverse situations, isolating them from others, making them believe that they are evil and have done wrong are just some examples of the emotional effects upon a child.

Neglect in the form of starvation, depriving a child of food, withholding medical attention and refusing to meet the emotional and psychological needs of a child all constitute abuse in this category. A child who is denied educational opportunities by removing them from school and not providing them with another means of education is also deemed as neglect.

Sexual abuse may occur as a child is isolated from others within the family, removing elements of protective factors that otherwise would be available to them. The more devalued the child becomes in the context of family and community the more vulnerable they are to sexual abuse

Some signs that may suggest a child is experiencing witchcraft abuse:

- Unexplained bruises or marks on the body including incisions or burns
- Child believes that they are bad and will go to hell
- They are ostracised by family, members of the community or faith group to which they belong
- Irregular or non- attendance at school
- Tells others that they are fasting
- Is malnourished or scavenges for food
- Deterioration in the child's well-being
- Non-attendance to medical needs or not taken to hospital when ill or injured

We will always follow the correct procedures to protect a child. Any concerns about a child's welfare or safety will be reported immediately to statutory services without delay.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK-no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance.

Children can be targeted and recruited into county lines in a number of locations including our setting, other education settings, children's homes and care homes.

Children are increasingly being targeted and recruited using social media.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be made to MASH.

Guidance For Staff Responding To Disclosures Or Concerns

Whenever a child reports that they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical or sexual harm to others, the initial response from all professionals should be to listen carefully to what the child says and to observe the child's behaviour and circumstances to:

- Clarify the concerns;
- Offer re-assurance about how the child will be kept safe;
- Explain what action will be taken and within what time frame.

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality, as this could prejudice police investigations, especially in cases of sexual abuse.

If the child can understand the significance and consequences of making a referral to Local Authority children's social care, they should be asked for their views.

It should be explained to the child that whilst their view will be taken into account, the professional has a responsibility to take whatever action is required to ensure the child's safety and the safety of other children.

All disclosures of abuse should be recorded on a Welfare and Child Protection concern sheet. These are kept in a separate locked filing cabinet in the office which Caroline Mckellar and Lisa French have access to.

Reporting Concerns

A referral will always be made where there are concerns about significant harm, including where the child is already an open case to Children's Social Care (CSC) eg. A Looked After Child (LAC), where the child is the subject of a Common Assessment Form (CAF), has additional needs, or is already subject to assessment and intervention.

We will refer to 'What to do if you're worried a child is being abused or neglected'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

We keep a copy of this document and follow the detailed guidelines given.

All members of staff are familiar with our reporting procedures and follow these procedures for recording and reporting concerns.

Where we are concerned for a child's welfare, we will contact the Multi-Agency Safeguarding Hub (MASH) on 0300 4560108, 8.45am-5pm, Monday-Thursday and 8.45am-4pm Friday; out of hours 0845 6070 888. Or if there is immediate danger, we will phone the police or emergency services on 999. For less urgent enquiries we will email mash@wiltshire.gcsx.gov.uk

Sharing Concerns With Parents/Carers

We are committed to working in partnership with parents or carers and in most situations, it may be appropriate to discuss initial concerns with them.

However, there will be some circumstances where the Designated Safeguarding Lead will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

In some circumstances, the Designated Safeguarding Lead will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action.

Data Protection And Information Sharing Vs Safeguarding Concerns

Information Sharing –Internal Process

Information concerning students at risk of harm will be shared with all members of staff on a “need to know” basis. The Designated Safeguarding Lead will make a judgement in each individual case about who needs and has a right to access particular information.

Information Sharing- External Process

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

When considering how much information to release to other agencies and organisations we are guided by the government publication *Information Sharing* and use the recommended flowchart when decided whether information can be released.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Early Help

The *Revised Multi-Agency Thresholds for Safeguarding Children* document aims to inform schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need. At Lydiard Millicent Pre-School, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations escalating into larger problems.

Early Help Single Point of Entry: 01225 718230 (Wiltshire Council Early Help Service)

Early Help and CAF enquiries 01225 713884 (9-5 Mon-Fri), CAF@wiltshire.gov.uk (general) or AF@wiltshire.gcsx.gov.uk (secure)

SEND Service: 01225 757985

Therefore, the Pre-School will consider the following:

- Undertaking an assessment of the need for early help
- Providing early help services e.g. SENCO
- Referring to appropriate services e.g. CAMHS etc.

Record Keeping Guidance For Staff And Volunteers Of Child Protection Concerns

The Pre-School will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted, including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The DSL and DDSL are responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Ensure that all child protection records relating to a child who moves to another Pre-School or school are passed on to the new Pre-School/ school securely, promptly and separate from the main pupil's file, with a copy being kept in the Pre-School also. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

Children with Special Educational Needs or Disabilities

Lydiard Millicent Pre-School recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other children.

Lydiard Millicent Pre-School will provide an environment in which children with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, children will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

Additionally, we are aware that Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication
- Learning and processing information
- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

When necessary, we will contact the SEND service on 01225 757 985.

Follow-Up Support Of Vulnerable Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Pre-School may be the only stable, secure and predictable element in the lives of children at risk. When at Pre-School their behaviour may be challenging and defiant or they may be withdrawn. The Pre-School will endeavour to support the children through:

- Pastoral support
- The content of the curriculum
- The Pre-School ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- The Pre-School behaviour policy which is aimed at supporting vulnerable children in the Pre-School. The Pre-School will ensure that children know that some behaviours are unacceptable but they are valued and not to be blamed for any abuse which has occurred

- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a CAF and Team Around the Child (TAC) meetings.

In order to create a culture of safety in the Pre-School, we will ensure that safeguarding is a standing item on all staff meetings agenda.

Welcoming Other Professionals

Visitors with a professional role, such as a nurse, speech therapist, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. However, at no time will any visitor be left alone with any child and any request to do so will be denied. If felt necessary, the Pre-School will contact the relevant organisation to verify the individual's identity.

Attendance Monitoring

Rationale;

It is important that our records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns. All managers and staff are alert to signs that children who are missing might be at risk of abuse or neglect, and appropriate action is taken when children stop attending.

We are aware that attendance is not statutory, but that non-attendance could be an indicator of other concerns.

Procedures;

Children's attendance is monitored through daily registers. All unexplained absences and reasons given for them are recorded.

Parents are asked to inform us in person, by phone or by email, if their child will not be attending for any reason, as soon as possible. If we are not contacted, we will ask parents about absences on the child's return.

All absences will be recorded, and frequent absences (50% attendance or less) will be investigated and further action or monitoring considered. We will always discuss our concerns with parents, and possibly Lydiard Millicent Primary School Head teacher and safeguarding officer where other siblings attend the primary school.

Absence is also monitored for the health and well-being of children, for example so that we are aware of outbreaks of illness which need to be investigated, or to warn parents of infections such as German measles.

If a child is missing from Pre-School on several occasions or stops attending the setting with no explanation, staff are alert to the possibility of risk of abuse or neglect, and must inform the DSL or DDSL who will investigate and liaise with outside agencies.

Looked After Children

Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority under a voluntary care arrangement. Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s). We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

At Lydiard Millicent Pre-School, we place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children aim to promote secure attachments in children's lives as the basis for resilience. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles:

- The term 'looked after child' denotes a child's current legal status. This term is never used to categorise a child and we do not refer to a child using acronyms such as LAC.
- We offer places to children who are two and a half or older who are in care. In such cases, we expect that the child will have been with the foster carer for at least two weeks and we would expect the placement in the setting to last a minimum of three months.
- We offer places for funded two, three and four-year-olds who are in care to ensure they receive their entitlement to early education.
- We will always offer 'stay and play' provision for a child who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child. Where a child is removed and placed into alternative childcare temporarily, we will continue to keep their place open provided that it is still fully funded or paid for.

Procedures:

- The designated person for looked after children is also the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there must be a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months and thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language and identity and how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.

- In addition, the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the corporate parent) as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.
 - The settling-in process for the child should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. We will take care to be flexible in allowing the foster carer to stay during sessions until it is visible that the child has formed secure relationships with staff. We understand that handling separation may be a lengthy process for looked after children and will allow this process to take place gradually to avoid causing distress or anxiety to the child.
 - In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
 - Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 7 areas of learning.
 - Concerns about the child will be noted in the child's file and discussed with the foster carer.
 - If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure.
 - Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
 - Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Uncollected Child

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures:

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they should inform us in writing of how they can be contacted.

On occasions when the parents or the persons normally authorised to collect the child are not able to collect the child, they should provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child (for example, a password system).

If parents are unable to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

In the event that children are not collected from the setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises, we will apply our child protection procedures as set out in our safeguarding children and child protection policy.

If a child is not collected at the end of the session/day, we follow the following procedures:

The child's file is checked for any information about changes to the normal collection routines.

If no information is available, we will attempt to contact parents/carers using all contact numbers provided.

If this is unsuccessful, we will attempt to contact those adults who are authorised by the parents to collect their child from the setting and whose telephone numbers are recorded on the Registration Form.

All reasonable attempts are made to contact the parents or nominated carers.

The child does not leave the premises with anyone other than those named on the registration form or in their file.

If no-one collects the child after 30 minutes and there is no-one who can be contacted to collect the child, we apply the following procedures for uncollected children.

We contact our local authority children's social services care team on 01249 444321. (out of hours 0845 807 0888)

The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.

Social Care will attempt to find the parent or relative. If they are unable to do so, the child will be looked after by the local authority.

Under no circumstances should staff go to look for the parent or take the child home with them.

A full written report of the incident is recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	February 2010	Checked against PSLA guidelines
1.1	February 2010	Small amendment
1.2	October 2012	Minor changes
1.3	November 2014	No changes
1.4	September 2020	Major overhaul including new sections
1.5	November 2021	Document formatting and amendments
1.6	March 2022	Addition of WitchCraft policy and reformatting
1.7	July 2023	Addition of County Lines policy, staff and committee member responsibility and other minor changes.
1.8	March 2024	Change of staff member responsibility and other minor changes.

End of Document