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**Named staff and contacts**

- Designated Pre-school Safeguarding Leads: Sarah Duckett and Joanne Andrews
- Designated Safeguarding Lead: Sarah Bishop
- Deputy Designated Safeguarding Lead/s: Joanne Andrews
- Nominated Safeguarding Governor: Celia Varney
- Safeguarding and Improvement unit contacts:

**Safeguarding and Improvement Unit Service Manager**

Victor Cook 0116 305 7409

**Allegations Managers (DO) Local Authority Designated Officer**

Mark Goddard, Karen Browne 0116 305 7597

**First Response Children's Duty (Priority 1 referrals)**

Telephone 0116 3050005

Fax 0116 3050011

Email [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)

**First Response Advice line**

Telephone 0116 3055500

Address First Response Children's Duty  
Eastern Annex  
County Hall  
Championship Way  
Glenfield  
LE2 8ST

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**All other referrals**

<https://leicestershirecc.firmstep.com/default.aspx/RenderForm/?F.Name=r1c2j94jcs3&HideToOlbar=1>

**Early Help – Request for Services**

[http://www.leics.gov.uk/index/children\\_families/early\\_help.htm](http://www.leics.gov.uk/index/children_families/early_help.htm)

**Family Information Service: 0116 3056545 email: [family@leics.gov.uk](mailto:family@leics.gov.uk)**

**Contact to learn outcome of referrals 0116 3050005**

**OFSTED: 0300 123 1231 (general enquiries)  
0300 123 4666 (about concerns)**

**QUALIFICATIONS/ TRAINING**

- . All staff have successfully completed a minimum of group 2 in an appropriate area of work.
- . The manager will hold a qualification at a minimum of group 5 in an appropriate area of work and according to the competency framework.

**SAFETY OF PREMISES AND EQUIPMENT**

**Safeguarding Children and Child protection policy and Procedures**

**Definition of Safeguarding and Child Protection:**

The working Together to Safeguard Children (2015) guidance defines safeguarding and promoting the welfare of children as:

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

Child Protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

Child Protection therefore forms a part of safeguarding and promoting the welfare of children.

**Statement of intent**

Parkland Pre-school will work with children, parents and the community to ensure the safety of children and to give them the very best start in life and it is our duty to be aware that abuse may occur in our society.

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Our primary responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children, parents/main carers and staff to act quickly and responsibly in any instance that may come to our attention.

The key commitments of Parkland Pre-School policy for safeguarding children are:

1. Parkland Pre-School is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
2. Parkland Pre-School is committed to responding promptly and appropriately to all incidents or concerns of abuse, either physical, emotional, sexual or neglect, that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (2015).
3. Parkland Pre-School is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

**Please Note:** Parkland Pre-School are working in partnership with Parkland Primary School and as such will also inform the school of any safeguarding or child protection issues in line with our responsibilities. This policy works in conjunction with Parkland Primary School's own Safeguarding and Child Protection Policy.

**Further commitments in line with Parkland Primary School**

**Safeguarding Commitment**

The Pre-school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see Pre-school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our Pre-school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the Pre-school whom they can approach if they are worried or are in difficulty; particularly their key person
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;

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- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

**Aims**

Our aims are to:

- create an environment in our pre-school which encourages children to develop a positive self-image regardless of race, language, religion, culture or home background;
- help children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- encourage children to develop a sense of autonomy and independence;
- enable children to have the self-confidence and the vocabulary to resist inappropriate approaches; and
- work with parents to build their understanding of and commitment to the principles of safeguarding all our children.

**To enable Parkland Pre-school to ensure these aims are met the following legal framework is followed and referred to:**

**Guidance**

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies], Statutory guidance *"Keeping children safe in education – (Statutory guidance for schools and colleges" April 2014)* and *"Childcare Disqualification Requirements – Supplementary Advice"* (October 2014) *"Working together to Safeguard Children" 2015*, *"What to do if you are Worried a Child is being Abused: Advice for practitioners" 2015*, *Children's Act 2004*, *Keeping Children Safe is Everyone's Responsibility and the Statutory Framework for the Early Years Foundation Stage (EYFS) 2012*.
- the Leicestershire and Rutland Local Safeguarding Children Board (Lrlscb) Procedures, which contain procedures and guidance for safeguarding children in line with the procedures manual

*Secondary Legislation*

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

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Rehabilitation of Offenders Act 1974

**Liaison with other bodies**

- We work within the Leicestershire and Rutland Local Safeguarding Children Board guidelines.
- We have a copy of 'Keeping Children Safe is Everyone's Responsibility' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the Pre-school and Social Care to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children.
- If a referral is to be made to the Local Authority Social Care Department, we act within the Area Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

**Records, Monitoring and transfer**

- Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the Pre-school. The Designated Safeguarding Leads are responsible for such records and for deciding at what point these records should be passed over to other agencies.
- Records relating to actual or alleged abuse or neglect are stored apart from normal children or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- Child protection records are stored securely, with access confined to specific staff, eg the Designated Safeguarding Leads and the Headteacher.
- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- When children transfer on to school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied..

**Support to pupils and staff**

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**Support to Children**

- Our Pre-school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children Pre-school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence
- This Pre-school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.
- Complaints or concerns raised by children will be taken seriously and followed up in accordance with the school's complaints process.

**Support for Staff**

- As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

**Working with parents/Carers**

The Pre-school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the Pre-school and staff for child protection by setting out its obligations in the Pre-school handbook.
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

**Safeguarding in the Curriculum**

The following areas are among those addressed as appropriate:

Bullying/friendships  
E Safety / Internet safety  
Stranger danger  
Fire and water safety  
Road safety

Parkland Pre-school e-Safety:

- Computers and i-pads have safe and secure broadband including the effective management of Lightspeed filtering

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- Staff and children use ICT responsibly, encouraged by education and make explicit through policies
- Children will never be allowed to use ICT equipment unsupervised
- Children will be taught the importance of telling an adult if they would like to use ICT equipment.

**Other Relevant policies**

**Recruitment and selection of staff**

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour
- Safer Recruitment
- Intimate and Personal Care
- Procedure for parent failing to collect/lost child
- Parent, Carer and Visitor code of conduct
- Anti-Bullying (including Cyberbullying)
- Mobile Phone policy
- Special Educational Needs
- Trips and visits
- First aid and the administration of medicines
- Health and Safety
- Fire policy
- Equal Opportunities

**8 Recruitment and Selection of Staff**

- 8.1 The Pre-school's safer recruitment processes ensure government guidelines are followed. The Pre-school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.2 The Pre-school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council leaflets "Keeping Children Safe is Everyone's Responsibility" is given to all staff and is the basis for the safeguarding induction and further information about "Recognising Signs of Abuse" can be found in Appendix 1.

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- 8.3 On every interview panel for Pre-school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending the local authority one day training course.

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Appendix 1

Recognising signs of child abuse

**Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

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- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times

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- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

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### Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others.

### Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful

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experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of

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victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period.

### Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

#### Signs in Pre-School age children include:

- under age sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- injuries from physical assault, physical restraint, sexual assault

#### Signs within the family include:

- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern

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- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership

(I have changed this to make it suitable for Pre-School age children)

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**APPENDIX 2**

**PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

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**A. General**

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website [www.lrlscb.org](http://www.lrlscb.org): The Designated Safeguarding Lead is expected to be familiar with these, particularly referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Team Managers, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

**B. Individual Staff/Volunteers/Other Adults – main procedural steps**

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

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- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the Pre-school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Manager must be informed.
- 4) If the allegation is about the Manager the Headteacher must be informed, if the allegation is about the Headteacher the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

**C. Designated Safeguarding Lead – main procedural steps**

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from First Response professional's advice line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care (see link <https://forms.leics.gov.uk/AF3/an/default.aspx/RenderForm/?F.Name=r1c2j94jcs3>). All other referrals should be made using the online form. The First Response Children's Duty Managers are available for advice on the advice line number given in the contact details on page 3 of this document.
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from First Response Children's Duty managers (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child,

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unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

The Designated Lead and/or the manager have a responsibility according to the Safeguarding and Welfare requirements of the statutory Framework for the EYFS (2012) to inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (see para. 3.8 Pg. 14) within 14 days of the allegation being made. (I have added this, do you think it is in the right place?)

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**APPENDIX 3**

**PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS** (References to staff in this process include staff in schools, central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

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

Relevant documents:

- What to do if you're worried a child is being abused (2015) for practitioners
- Keeping children safe is Everyone's Responsibility

1) **Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Manager.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Manager, report immediately to the Headteacher. Pass on the written record. (If there is difficulty reporting to the Headteacher contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

2) **Manager**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager, so advises or if

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circumstances require a referral.

v. Ongoing involvement in cases:

- Liaison with the Allegations Manager
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

3) **Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

ii. Notify the Allegations Manager, Safeguarding and Improvement Unit on the same day.

iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral

v.

- Liaison with the Allegations Manager
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

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**APPENDIX 4**

**Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones  
(see also pre-school mobile phone policy)**

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

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**APPENDIX 5**

**Safeguarding pupils who are vulnerable to extremism and radicalisation**

Our Pre-school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the children are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our Pre-school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead / Headteacher who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.