**CHILD PROTECTION AND SAFEGUARDING POLICY**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Windmill Pre-School creates an environment which is welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence.  All children, whatever their age, culture, ability, gender, language, ethnicity, sexual orientation, religious or spiritual beliefs and/or sexual identity, or if they are new to the country or live in a rural/isolated community, have the rights and entitlements and they have rights to protection from abuse. Windmill ensures children are well and safe from abuse. Protection of the children is paramount and is the responsibility of all practitioners, volunteers and students. Any suspicion of abuse will be promptly and appropriately responded to.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004: and in line with the following: • Working Together to Safeguard Children 2023 • What to do if you are worried a child is being abused 2015• Keeping Children Safe in Education 2023 \* Safeguarding vulnerable groups Act 2006 \* Early Years Foundation Stage Statutory Framework 2023 \* Prevent Duty Guidance 2023 \* Equality Act 2010\* Domestic Abuse Act 2021\* United Nations Convention on the Rights of the child 1991\* Buckinghamshire County Council safeguarding Guidance 2023

The protection of the children in our care is our priority. In order to safeguard the children, the Pre-School will ensure the following:

**Management**

1. There will be a named Designated Safeguarding Lead **(Alina Hawes)** and Deputy Lead (**Claire Baker**) within the setting to deal with suspicions of child abuse and allegations against staff.  All Leads will attend Safeguarding Training for the Designated Officer and refreshers every 2 years.

1. There will also be a named Designated Safeguarding Lead (**Bryony Smith**) on the Management Committee who has attended Safeguarding training for the Designated Lead.

1. The DSL will ensure all persons working with children have a valid Enhanced Disclosure and that checks are carried out with the Disclosure & Barring Service.  Individuals who have lived or worked outside the UK will undergo the same checks as all staff, if appropriate an enhanced DBS check with barred list information will be requested. In some cases we may ask for additional information for example; a letter from the embassy.

1. In the event of suspicions of child abuse and allegations against staff, the DSL will take the necessary steps if these allegations need to be reported to First response or LADO.

1. Any information about a child or adult working on the premises is kept confidential in line with our GDPR policy.

It is the responsibility of the DSL for ensuring all child protection files are kept up to date. The information should be kept confidential and stored securely.

1. If a child arrives at Pre-School with an injury, the parent will be asked how, when, where and at what time the injury occurred and if the child has received medical attention. The Parent/Carer must complete our Existing injury form on our platform 'Tapestry', a hard copy can also be requested if need it.

1. The DSL will question any recurring injuries and report any suspicions to the ***First Response Team*** on the following numbers;

                       Telephone: – 01296 383962 between 9am-5.30pm Monday to Thursday and 9am-5pm on Fridays.

                         Emergency Duty Team (EDT) on 0800 999 7677 outside of working hours.

                         Email:  secure-cypfirstresponse@buckinghamshire.gov.uk

If a child lives in Oxfordshire, we will contact The Multi Agency Safeguarding Hub (MASH) on 0345 050 7666.

Email [mash-childrens@oxfordshire.gcsx.gov.uk](mailto:mash-childrens@oxfordshire.gcsx.gov.uk)

* NSPCC on **0808 800 5000** (free service, lines open 24 hours a day)
* Thames Valley Police child protection/child abuse unit on 01628 816935.

1. If the Pre-School believes that a child is suffering or is at risk of suffering significant harm or is a child in need the DSL will record the concerns and refer the matter to the First Response Team within 24 hours or call 999 In line with the Buckinghamshire County Council Safeguarding/ Child protection information.

**Operation Encompass**

Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse. Operation Encompass ensures that there is a simple telephone call or notification to a school’s trained Designated Safeguarding Lead prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

Children are negatively impacted by experiencing domestic abuse and without early intervention and support this negative impact can last through a child’s life course.  Domestic abuse can impact upon social, psychological, physical, emotional and behavioural outcomes with an often negative impact upon a child’s academic success. Experiencing domestic abuse has been identified as an Adverse Childhood Experience.

The Designated Safeguarding Lead and Deputy have both completed operation encompass training.

**Types of abuse**

There are four main types of abuse; Physical, Emotional, Neglect and Sexual (PENS). Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The following signs of abuse are:

**Physical abuse -** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illnessin a child.

**Emotional abuse -** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying, refer http://[www.ceop.gov.uk](http://www.ceop.gov.uk/)), 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.

**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, clothing and shelter (including exclusion from home or abandonment);
* protect a child from physical and emotional harm or danger;
* ensure adequate supervision (including the use of inadequate care-givers);
* It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Neglect can also take the form of **medical neglect,** a parent/guardian’s failure to provide adequate medical care (including dental care) for their child or children. This could involve;

* Failure to recognise obvious signs of physical injury, medical illness or mental health issues
* Delay in seeking medical care for an acute illness
* Ignoring medical recommendations
* Bringing the child to a healthcare setting only when they are seriously ill or near death

When it comes to those with a chronic illness it may involve missing medical or therapy appointments, not filling medical prescriptions or not giving the appropriately prescribed doses of medication.

**Sexual abuse -** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet, refer to http://[www.ceop.gov.uk](http://www.ceop.gov.uk/)). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Other types of abuse;**

**Child Sexual Exploitation (CSE)** is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via internet. CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

**Child Criminal Exploitation (CCE)**. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. . Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

**Mental Health**. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.  Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education.

**Female Genital Mutilation (FGM):** Also known as female circumcision or female genital cutting, is the partial or total removal of the external female genitalia for non-medical reasons.  FGM has been categorised into 4 types, ranging from a symbolic pricking to the clitoris, to the removal of the clitoris and virginal lips or sealing of the vaginal opening.  It is estimated that across the world between 100 and 140 million women and girls have undergone FGM. Most of the females affected live in 28 African countries with some also from parts of the Middle East and Asia. Due to international migration, the practice has spread to other countries, including the UK.  FGM generally takes place between birth and the age of 14 years. Most often it is conducted between the ages of 5 and 8 years old.

**Honour based violence** is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

For young victims it is a form of child abuse and a serious abuse of human rights.

It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse.

**Child and forced marriage (CFM)** is a human rights violation and a harmful practice that disproportionately affects women and girls globally, preventing them from living their lives free from all forms of violence.

CFM threatens the lives and futures of girls and women around the world, robbing them of their agency to make decisions about their lives, disrupting their education, making them more vulnerable to violence, discrimination and abuse, and preventing their full participation in economic, political and social spheres.   
Child marriage is also often accompanied by early and frequent pregnancy and childbirth, resulting in higher-than-average maternal morbidity and mortality rates.

CFM may lead to women and girls attempting to flee their communities or commit suicide to avoid or escape the marriage.

**Contact**

* telephone: +44 (0) 20 7008 0151
* email, including for outreach work: [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk)
* Facebook: [Forced Marriage page](https://www.facebook.com/forcedmarriage)
* Twitter: [@FMUnit](https://twitter.com/FMUnit)
* media enquiries:
* The Foreign, Commonwealth and Development Office +44 (0) 20 7008 3100
* Home Office +44 (0) 300 123 3535

**Breast flattening** (sometimes known as breast ironing) is when a girl’s breasts are pressed with a hot object, massaged, pounded or flattened over time to flatten them and delay their development.

Breast flattening usually starts with the first signs of puberty, which can be as young as nine years old and is usually carried out by female relatives.

The signs that a girl could be at risk of breast flattening:

* A girl is embarrassed about her body
* A girl is born to a woman who has undergone breast flattening.
* A girl has an older sibling or cousin who has undergone breast flattening
* If there are references to breast flattening in conversation, for example a girl may tell other children about it
* A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
* A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights
* One or both parents or elder family members consider breast flattening integral to their cultural identity
* The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.
* A girl/family has limited level of integration within UK community

**County lines:** is a term used to describe gangs and organised criminal networks, involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of 'deal line'.

They are likely to exploit children and vulnerable adults to move and store the drugs and money, they often use coercion, intimidation, violence and weapons.

**'Witchcraft' and 'exorcism', child abuse linked to faith or belief:**

Abuse linked to faith or belief is where concerns for a child’s welfare have been identified, and could be caused by, a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child.

Any abuse that takes place against those who are branded (or labelled) either as a witch or as having been possessed by an evil spirit is unacceptable. Significant harm (including murder) can occur because of concerted efforts to ‘excise’ or ‘deliver’ evil from a child (or vulnerable adult).

Spotting the signs that this abuse exists can prevent escalation from ‘subtle’ harms that may often go unnoticed by many, to ‘extreme’ situations where there is loss of life. Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

Signs:

* hear children talking about being evil, having the devil beaten out of them, using specific words, e.g. kindoki, djinn, juju or voodoo.
* see children’s behaviour change, for example becoming isolated, confused or withdrawn.
* see a child’s appearance change, often deteriorating.  They may start constantly wearing specific items to “protect them”.
* notice a change in their school attendance, or suddenly going abroad for a long holiday.

**Radicalisation**:  **While it remains rare for children and young people to become involved in terrorist activity, they can be exposed to terrorist & extremist influences or prejudiced views from a young age.** This can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into illegal activity and has the potential to cause significant harm.

**Disclosure of abuse:**

If a child or young person discloses to you that abuse or inappropriate behaviour has / is taking place, you should: • Listen to the child. Allow them to tell you what has happen in their own way, and at their own pace. Do not interrupt a child who is freely recalling significant events. • Remain calm. Be reassuring and supportive but try not to respond emotionally. • Do not ask leading questions. Only ask questions if you are seeking clarification about something they have said. Use TED; Tell, Explain, Describe. • When you can, make an accurate record of what you have been told, taking care to note any times, dates or locations mentioned. Use the child’s own words where possible. Do not substitute anatomically correct names for body part names used by the child. • Reassure the child that they did the right thing in telling someone and you are glad they told you. Reassure the child that they have not done anything wrong. • Do not promise to keep their disclosure a secret but reassure the child that you will only share the information with the right people who will be able to help them. Explain what you will do next. • At your earliest opportunity, speak to your Safeguarding Lead regarding the disclosure. If your Safeguarding Lead and deputy Safeguarding Lead are not available, ring First Response for advice. If there is immediate risk of harm to a child DO NOT DELAY, ring 999

1. When a child moves on the DSL has a responsibility to pass on any relevant information to the next provider. All safeguarding paperwork should be passed onto the child’s new setting.  This will be in line with our data protection policy.

1. All significant changes or events are reported to Ofsted and confirmed in writing.

          These include:

* Significant changes to staff and people living on the premises.
* A serious illness or accident to staff or a child cared for whilst at the setting.
* The death of a child or staff member.
* Police or Social Services involvement with anyone who lives or is employed on the premises.
* Change in person in charge of the setting or who will deal with Ofsted.
* Structural alterations or an extension to the premises.
* Changes to the outside, such as putting up/taking down a fence.
* Allegations of abuse by a member of staff or any abuse which is alleged to have taken place on the premises, whether the allegations relate to abuse or harm committed on the premises or elsewhere.
* The details of any order, determination, conviction, or other ground for disqualification including the date, the name of the court and the sentence imposed (if any).
* Any other significant event.

The above events will be confirmed to Ofsted as soon as is reasonably practicable, no later than 14 days after the event has occurred.

1. If a member of staff has been dismissed or has resigned and the DSL has concerns over their suitability to work with children the DSL has a duty to notify Ofsted and make a referral to the Disclosure and Barring Service.  The LADO will also be informed.

If staff have any concerns about the DSL they must contact Bryony Smith, Safeguarding LEAD on the Pre-School Committee and/or LADO.

1. The Pre-School will have due regard to the Governments Statutory guidance on ‘The Children Act 1989 and 2004’ and ‘Working Together to Safeguard Children 2023’.

**Roles & Responsibilities.**

1. All practitioners and students receive Induction Training to help them understand their roles and responsibilities.

1. All members of staff and volunteers will read and sign the policies, procedures & risk assessments to acknowledge that they have read and understood them and agree to abide by them.

1. All practitioners will attend a Safeguarding Course within the first six months of employment, or as soon as is possible, so that they understand and adhere to the Child protection and Safeguarding Children Policy and Procedures and know what to do if they see, hear or are told something which concerns them about the child’s welfare.  The training enables practitioners to understand and respond appropriately to signs of possible abuse and neglect.  Practitioners will attend safeguarding training every 3 years in addition to this, practitioners will receive information regarding child protection and safeguarding at least annually during staff meetings.

1. The DSL will attend a specialist safeguarding training course every 2 years and will regularly update their knowledge and skills, at least annually through Local Authority update meetings, training courses and networking with other agencies.  There will be at least one DSL available in the Pre School during our hours of operation for practitioners to discuss any safeguarding concerns.

1. The Pre-School will ensure that there are arrangements in place for practitioners to discuss confidential and or sensitive issues with the person in charge to identify solutions to address the issues as they arise and to receive coaching to improve their personal effectiveness within the setting.

1. All practitioners have a DUTY to safeguard children and protect them from actual/likely significant harm. They MUST be alert to any of the following issues or concerns and report them to the DSL:

1. Significant changes in children’s behaviour.
2. Deterioration in the children’s general well-being.
3. Where any reason to suspect neglect or abuse in the child’s life at home or elsewhere outside of the setting.
4. Unexplained bruising, marks or signs of possible abuse.
5. Neglect.
6. Any comments children make which give cause for concern.
7. Any concerns you have regarding a child’s safety.
8. Any concerns regarding a Parent/Guardian who is perceived to be under the influence of alcohol or drugs on the collection of a child.
9. Any child found to be in possession of drugs, cigarettes or alcohol.

                All staff should be confident in the five R’s; Recognise, Respond, Record, Report and Review. The above information is recorded clearly stating the facts and not opinions by the DSL.

1. **Whilst in the setting all practitioners should be within sight and sound of another practitioner when they are with the children**. **If leaving the premises, for example, Forest School, two adults should be present at all times.**

1. Practitioners will not remove individual children from the safety and security of the classroom unless the child needs the toilet or requires medical attention.

1. Practitioners encourage the children to develop a sense of autonomy and independence by making choices and finding names for their own feelings and acceptable ways to express them.  This will enable the children to have the self-confidence and the vocabulary to resist inappropriate approaches.

1. Practitioners provide children with opportunities to talk to trusted members of staff who are aware of how to deal with disclosures.

1. In an emergency any practitioner will be able to make a referral to the First Response Team.

1. Employees who babysit outside of working hours, are still governed by the Pre-School confidentiality policies.  If staff members do undertake babysitting duties both parties need to complete the babysitting disclaimer which exonerates the Pre-School from any action should anything happen to the child or if the staff members act inappropriately.

1. Practitioners have a duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18 years.  These concerns should also be shared with the Designated Safeguarding Lead.

**Professional Curiosity**

The capacity and communication skills to explore and understand what is happening within a family or an individual rather than making assumptions or accepting things at face value. Many safeguarding reviews refer to a lack of Professional Curiosity or respectful uncertainty. Nurturing Professional Curiosity and challenge are fundamental aspects of working together to keep children and young people safe.

Children experiencing abuse and neglect often do not disclose it directly to practitioners and, if they do, it will sometimes be through their behaviour or comments. This makes identifying abuse and neglect difficult for professionals across agencies. We know that it is better to help as early as possible, before issues get worse. That means that all agencies and practitioners need to work together – the first step is to be professionally curious to gain clearer insight.

**The lived experience of the child**

The ‘lived experience of the child is; ‘What a child sees, hears, thinks and experiences on a daily basis that impacts on their personal development and welfare whether that be physically or emotionally. As practitioners we need to; actively hear what the child has to say or communicate, observe what they do in different contexts, hear what family members, significant adults/carers and professionals have said about the child, and to think about history and context. Ultimately, we need to put ourselves in that child’s shoes and think ‘what is life like for this child right now?’

**Safer recruitment**

Please refer to the Staffing and Recruitment Policy.

**Whistle Blowing**

1. The Charity is committed to ensuring a culture of openness and accountability in which abuse, theft, fraud or other misconduct within the organisation by any employee is recognised and reported.

1. Employees are encouraged to report any inappropriate behaviour displayed by other members of staff, or any other person working with the children.  For example

* inappropriate sexual comments
* bullying
* abusive language
* excessive one to one attention beyond the requirements of their usual roles and responsibilities
* inappropriate sharing of images
* any concerns they may have to the Person in Charge
* threatening or abusive behaviour
* any expression of prejudice
* any discriminatory behaviour towards or between staff or families.

1. The Charity will respect any request and preserve confidentiality as far as possible.  If a concern is raised in good faith, staff will be protected by the Charity from reprisals or victimisation.

1. If employees have concerns about possible abuse, theft, fraud, or other misconduct, they should bring the matter to the attention of the Pre-School’s Manager- Claire Baker.

1. Any employee with knowledge of abuse, theft, fraud or other misconduct who does not report this may be subject to disciplinary action.

1. Any employee attempting to stop or discourage another member of staff from coming forward to express a serious concern will be subject to disciplinary action.

1. Any employee who criticises or victimises another after a concern has been expressed will be subject to disciplinary action.

1. The Pre-School’s manager will investigate the complaint and involve outside agencies as necessary.

1. The results of the investigation will be related to those concerned and Ofsted, whilst protecting the confidentiality of others involved.

1. If an employee continues to have serious concerns after the investigation has been completed and feels that they need to contact an external agency, they can then do so.

1. Any employee who raises a concern with malicious intent or abuses this policy will be subject to disciplinary action.

**Bucks Safeguarding Children Partnership (BSCP)**

BSCP does several things that have a direct impact on staff caring and working with children.  These include:

1. Making sure safeguarding/child protection in the county is carried out within the framework of agree interagency policies contained within the multi-agency code of practice.
2. Promoting partnership as a key principle both in child protection working with parents and in the development of quality links between all agencies involved in the process.
3. Supporting multi-agency training in child protection.
4. Making representations to its agencies to improve services for children and families.  The board will encourage the development of preventative services for parents allowing them the means to improve their parenting, knowledge and skills.
5. Carrying out its tasks with due regard to the Equality of Opportunities Policy of its agencies.
6. Undertaking reviews of serious cases in specified circumstances where:

The Pre-School will liaise with the board in the following circumstances:

1. abuse of a child is known or suspected.
2. A child has died.
3. A child has been seriously harmed.

**Allegations of abuse against members of staff**

Any allegation of serious harm, abuse or concern that involves any employee or volunteer committed on the premises or elsewhere, will be reported to The LADO immediately or within 24 hrs.  The contacts numbers are:

1. Early Years Designated Senior Manager for Allegations against Childcare Workforce:

**Early Years Designated Manager, Vanessa Mills,**

**Deputy Designated Safeguarding Manager, Tanya Page or Deputy Designated Manager, Nathalie Wrench:**

**Contact number :01296-387111**

**Email: eysafeguarding@bukinghamshire.gov.uk**

**2.   Contact the LADO (Local Authority Designated Officer)**

**Telephone: 01296 382070   
Email: Secure-LADO@buckinghamshire.gov**

**3 Ofsted will be contacted– 0300 123 1231**

This will include the following:

1. 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 that he/she is unsuitable to work with children.

These behaviours should be considered within the context of the categories of abuse; i.e., physical, sexual, emotional, abuse and neglect, FGM and radicalisation as defined in working together 2023.

     The Designated Safeguarding LEAD within the Pre-School **MUST** follow the advice given by the LADO and will consider:

1. What action will be taken regarding the individual’s status
2. Who else should be informed such as First Response, DBS, Child protection and sexual crime unit (Police) and/or Ofsted.
3. How any investigation will be conducted and by whom, bearing in mind the importance of not interfering in any investigation by CP Authorities or the Police.
4. How confidentiality will be managed.
5. Any allegation about a member of staff will be reported to Ofsted, in writing, as soon as possible but NO later than 14 Days.

**Transfer of Risk:** Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform their manager of employer. In these circumstances, the organisation will need to assess whether there is any potential for risk to transfer to the workplace and the individual’s own work with children or young people.

All referrals made by telephone will be confirmed in writing within 48 hrs.

**How to avoid an allegation been made against staff members.**

1. Employees are made aware of safeguarding issues and their responsibilities in maintaining the safety and protection of the children within their induction training programme.

1. All employees are made aware of how to avoid putting themselves in situations that may lead to allegation being made against them in the following ways:

1. Ensure any behaviour or incident that could compromise you is recorded
2. If a child makes an allegation against you or another member of the team.
3. If a child touches you in a sexual manner or inappropriate place.
4. Know your Safeguarding Procedures.
5. Know who your Designated Safeguarding Person is.
6. Think about the type and frequency of touch especially when working with children with additional needs.
7. Avoid where possible spending time alone with a child.
8. Ensure you are within sight and sound of another person when toileting the children; Keep the door to the toilets open at all times.  Where possible ensure another adult is in the toilets with you.
9. Ensure you have attended a Safeguarding Children course.
10. Ensure the pre-school has parental consent before taking photographs of any child.
11. Respect confidentiality unless the information you have may impact on the safety or welfare of the child.
12. Always share concerns you have regarding a child with the person in charge.
13. Do not be afraid to ask for advice or gain clarification on a situation.
14. Ensure the layout of the classrooms permits constant supervision at all times.
15. Ensure personal mobile phones and other wearable technology such as watches with cameras are kept in the office and only accessible during staff breaks
16. A disciplinary procedure is in place for any member of staff not complying with this policy.
17. All employees are aware of the action that will be taken in the event of an allegation being made against them. Staff will be suspended pending an official investigation.

**Disqualification**

In September 2016, the Department for Education issued an update to its Statutory Guidance “Keeping Children Safe in Education”.  It is a requirement for settings to ensure that staff volunteers are not disqualified under the Childcare (disqualification) Regulations 2009.  A person may be disqualified through:

1. Having certain orders or restrictions placed upon them
2. Having committed certain offences

Staff are required to sign a declaration at every one-to-one meeting with the Manager or Deputy Manager.

In the event of an employee being disqualified from the childcare provision the Pre-School will seek legal advice as to whether an employee’s contract is terminated.

**Parents**/carers

1. The child’s Key Person will endeavour to build a good relationship with the parents/carers so that any concerns can be raised from a standpoint of trust.

1. Parents/carers have a responsibility to inform the Pre-School of any incidents that could raise concern or any bruising or injury that the child has sustained whilst out of the setting. They should sign the log with a written explanation of the details of the occurrence/injury.
2. Parents/carers are informed of their duty to report any safeguarding concerns to first response.

**Prevent Duty and Promoting Fundamental British Values.**

From the 1st of July 2015 all schools, registered early years childcare providers are subject to a duty under section 26 of the Counterterrorism 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*.  **Claire Baker is the Lead person for Prevent in the setting.**

**Procedures;** 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 all staff 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. The EYFS sets standards for learning, development and care, which are embedded within children’s PSED, Communication development and Understanding the World.
* 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 need help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
* We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families, so we are well-placed to notice any changes in behaviour, demeanour or personality quickly.
* We will work in partnership with our Local safeguarding children partnership 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 Safeguarding Lead will undertake Prevent Duty awareness training 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 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 daily at WPS, a few examples are listed below:

**Democracy:** Making decisions together: PSED;

 Staff can 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 demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make, and provide activities that involve turn taking, sharing and collaboration. Children should be 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, mixing colours, or talking 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, for example, in a small group discuss how they feel about the transition from nursery to school.

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

* Managers and leaders 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.

**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 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. We are particularly aware of the need to monitor groups such as children who are in receipt of two year old funding, and those for whom we receive Early Years Pupil Premium, as these groups are considered to be vulnerable learners.

**Procedures;**

* Children’s attendance is monitored through daily registers. All absences and reasons given for them are recorded.
* It is imperative that a record is kept of accurate times that children arrive and leave the setting. The room leaders hold overall responsibility for this.
* Parents are asked to inform us in person, by phone, 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 endeavour to enable children to attend as regularly as possible.
* 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.
* Monitoring attendance and use of government funded hours may be passed on at the local authority’s request.
* 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 informs the DSL who will investigate and liaise with outside agencies.

**Funded places;**

* Two, three and four year old funding is provided through the local authority. This is public money and we feel that we have a duty to ensure it is used appropriately. If a place has been reserved but is being used for less than 50% of booked session, we reserve the right to offer that place to any child who may be on our waiting list.  This way we can be sure to use the funding to its best effect.
* We would discuss reasons for absence with parents before retracting the funding offer, and make every effort to work with them to encourage them to increase attendance. Funding would only be withdrawn as a last resort, and at the end of a term.

**Looked after children**

**Children who are Looked After will have a separate ‘Welfare file’**

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential.

**Alina Hawes –** is the named member of staff for **Looked after Children**

Definition of ‘Looked after Children’ (LAC): *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 (a voluntary care arrangement). Most LAC 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 into 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.

In our setting, we place emphasis on promoting *children’s right to be strong, resilient and listened to.* Our policy and practice guidelines for Looked After children are based on the two important concepts, *attachment and resilience.* The basis of this is to promote secure attachments in children’s lives as the basis for resilience. These aspects of well-being underpin the child’s responsiveness *to* learning and are the basis in developing positive dispositions *for* learning. 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 as standing out from others. We do not refer to such a child using acronyms such as LA

**Procedures**

* The key person liaises with agencies, professionals and practitioners involved with the child and his or her family, and ensures appropriate information is gathered 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 regarding 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 is a meeting of professionals 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. 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/s and identity – 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, the child’s parents 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)
* what written reporting is required;
* wherever possible, and where the plan is for the child’s return home, the birth parent(s) should be involved in planning; and 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 is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed.  This process may take longer in some cases, so time needs to be allowed for it to take place without causing further 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 care 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.

**Further guidance**

* Promoting the educational achievement of looked after children (2010)

**Children who have special educational needs and/or disabilities**

Children with SEN and disabilities, including life limiting and mental health, can face additional safeguarding challenges as:

* there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and
* Difficulties may arise in overcoming communication barriers.

Windmill Pre-School identifies children who might need more support to be kept safe or to keep themselves safe. Children are identified as “vulnerable” where they have: SEND; Attendance concerns; Behavioural concerns; Have previously been: on a Child Protection Plan, a Child in Need, in receipt of “Early Help” and/or were Looked-after.

**Peer on peer abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include but is not limited to; bullying.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Windmill Pre-School believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the Pre-School and other children.  We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour Policy.

Occasionally, allegations may be made against children by others in the Pre-School, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Windmill Pre-School will support the victims and perpetrators of peer-on-peer abuse by providing support from the Child’s Key Worker and the Designated Safeguarding Lead. All staff will use the Brock traffic light tool if concerned about a child’s sexual behaviour.

**E-safety  -  Including Cameras, Mobile phones, smart watches, videos, tablets, internet, and Social Networking**

Staff must at all times ensure that they use technology in a way that does not expose children to harm, does not bring the setting into disrepute, and that they do not behave in a manner that would lead any reasonable person to question their suitability to work with children, or to act as an appropriate role model.

Staff should always adopt high standards of personal conduct, action may be taken against individuals who use inappropriate language, post inappropriate images, or make inappropriate comments in their private life – this could compromise their position in the work setting and lead to a loss of trust and confidence. Staff are advised to consider and set appropriately their privacy settings and should consider the appropriateness of images and material posted. Once posted online, a message, photo, or video clip can be freely copied, manipulated and circulated, and will potentially exist forever.

**Mobile phones and internet**; Personal phones, smart watches (or any device which can take images) will be stored in the office.  Staff are only permitted to use their phone or smart watch on their lunch break and in the office.  In an emergency, staff can be contacted on WPS’s phone.

**Cameras;** Digital cameras are used in the setting as part of the assessment and planning process. However, only 2 camera per room, are in use.  In order to create learning journeys, our daily boards, training materials, our newsletter and website.

**Parents are not allowed to take photographs on our premises and are asked not to use their phones.**

**Procedures**

The use of phones by employees, students and volunteers, is to be kept to emergencies only.

* Under no circumstances should mobile phones or smart watches be used to take photographs of children, even with parents’ consent.
* Phones, cameras smart watches should not be taken into the toilet area.
* Parents are asked to sign a consent form for photographs to be taken. Children may appear in other children’s photographs, and are sometimes used for our publicity materials, and parents are asked for permission for this.
* Any member of staff found to have misused their mobile phone or used their mobile phone or smart watch out of the office may be subject to charity’s disciplinary procedure.

**As confirmed in the Data Protection Act, Windmill Pre-School will ensure written consent is sought from the parent or carer of any child under the age of 18 using our services before any photographs are taken. If consent is given, Windmill Pre-School will make a clear agreement with the parent or carer as to how the image will be used (for example on our website) and how widely (on the child’s individual development record etc) Due consideration will be given to the appropriateness of clothing and posture, and details such as a child’s name or age will not be shared unless integral to the use of the image (such as the acceptance of an award) in particular when additional identifiers (i.e. a school or uniform logo) are being shared.**

**Internet and Social Networking;**

**Social networking;**

* Staff, students and volunteers **should NOT** be ‘friends’ with current parents on social network sites.
* The setting should **never be referred to on social networking sites in any capacity whatsoever**, even indirectly.
* Staff should be extremely sensitive when writing ‘statuses’ as to how parents might view the setting in the light of any comments made, for example saying that they are unwell, as this could easily be seen by parents.
* Any breeches of confidentiality or discussing the setting on social networking websites will be taken very seriously and may lead to dismissal.

Learning and development around Information and communication technology is a requirement of the EYFS. We ensure that all children have access to a wide variety of resources using current technology, such as a CD player, camera and very occasionally a tablet. We recognise that children need to be competent and confident in the use of ICT from an early age. However, in order to ensure that children get the best learning opportunities from ICT, we have agreed a set of guidelines for its use.

Windmill Pre-School operate a Facebook page for current parents and/or carers and staff.  This is subject to strict privacy settings, it is a ‘closed’ group and members of the public cannot join the group without the acceptance of the page administrator.  Anyone seen using this page inappropriately will be subject to disciplinary procedures or removed from the page

**Use of the computers and the internet**

The internet can be a very useful way of extending children’s knowledge and understanding of the world around them and they also need to know how to use a computer. However, there are some important points to be aware of;

* Children only have access to the internet with supervision from staff.
* Children have a wide range of experience of using ICT at home, from those who can use it independently, to those who have no experience at all, so it is essential that adults are responsible for differentiating support effectively.
* Children will **not** **watch videos or television on the internet**. Research shows that there is no educational or developmental benefit to merely watching a video with little or no interaction. It is however, acceptable if children want to watch a video to learn more about a subject which interests them, but an adult will support them in this and ensure that they understand what they are seeing and are gaining learning from it, by asking appropriate questions and encouraging discussion.
* Adults also need to ensure that children take turns and do not spend long periods of time using the computer. Children learn more effectively through moving around at this age, and should be active for most of the day, so it is not desirable for them to sit still for long periods, either using the computer or watching others.
* Adults seen to be misusing electronic or social media, by bullying or displaying risky behaviours, will be subject to disciplinary action.

**Recording and record retention**

Please refer to our Data Protection Policy.

**Confidentiality and information sharing**

Child protection concerns, disclosures from children or safeguarding allegations made against another staff member or volunteer must not be discussed across the workforce as a whole. This information should be shared solely with the Safeguarding Lead / Deputy Safeguarding Lead (or with Children’s Social Care / LADO as appropriate) Personal information which is shared by the child or young person on a 1:1 level, such as sexual orientation or gender identification, should not be disclosed to the workforce as a whole. If staff and volunteers wish to discuss situations in order to gain a wider perspective from colleagues, this should be done on an anonymous basis with names and other identifying information relating to the child and their family remaining strictly confidential.

**Visitors**

Visitors will not be left unsupervised with the children.  On entering Pre-School, they will be informed of the DSL on the duty that day and what to do if they have any concerns regarding a child or a member of the Windmill Pre-School staff.  Visitors must adhere to the notice within the visitor book, any inappropriate behaviour may result in a visitor being asked to leave.

**This policy was reviewed and amended 15th February 2024**

**Bryony Smith  – Chair of Windmill Pre-School Management Committee**

**…………………………………………………**

**Alina Hawes – Designated Safeguarding  Lead**

**……………………………………………….**

**Claire Baker – Manager of Windmill Pre-School**

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