



# Model Child Protection and Safeguarding Policy and Procedure for Schools September 2018

This document provides a framework on which to base your school's child protection policy.

*It is important that schools do not simply adopt a policy but ensures that it is:*

- *personalised to meet the needs of their school*
- *reflective of the culture, ethos, resources and structures*
- *a working document*
- *owned by all members of the school community*
- *fully implemented*
- *'tested'*
- *subject to annual review or when changes in policy or procedures occur*

**The policy framework contains appendices. Please add your own documents to this such as your 'Record of Concern' sheet and any safeguarding procedures specific to your setting.**

## CHILD PROTECTION AND SAFEGUARDING POLICY

### Cygnets Pre- School

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>TRACY NICHOLLS</b>
<b>APPROVED:</b>	<b>30<sup>TH</sup> JUNE 2022</b>
<b>SIGNED:</b>	<b>MANAGER</b>
<b>TO BE REVIEWED:</b>	<b>JULY 2023</b>

At Cygnets Pre-School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Line Manager
<b>Tracy Nicholls</b>	<b>Anne Skeen</b>	<b>Deanna Joyce - church Pastor</b>  <b>Contact details:</b> <b>07974661052</b>

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Deputy Designated Senior Manager	Nominated Individual – <b>Grace Saalmans</b> <b>Contact details: 07718 479086</b> Grace.Saalmans@elim.org.uk  <b>National Safeguarding Coordinator</b> <b>( allegation against the Manager)</b>
<b>Tracy Nicholls</b>	<b>Deanna Joyce</b>  <b>Contact details:</b> <b>07974661052</b> <b>newlifejoyce@aol.com</b>	<b>Sarah Bale</b>  <b>Contact details: 01684 588913 or</b> <b>07814 783855/ sarah.bale@elim.org.uk</b>

*If a safeguarding allegation is made against a member or staff, volunteer, student or other adult connected to the setting, as well as following local safeguarding procedures we will notify the Registered Provider that an allegation has been made. Notification will be made to either the Nominated Individual (Grace Saalmans) or the National Safeguarding Coordinator (Sarah Bale)*

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## 1. AIM OF POLICY

- To inform staff, parents/carers, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- To ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

## 2. DEFINITIONS

Safeguarding and promoting the welfare of children is defined 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;
- Taking action to enable all children to have the best outcomes.

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. [Appendix 1 explains the different types of abuse.](#)

**Neglect** is a form of abuse and 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. [Appendix 1 defines neglect in more detail.](#)

**Children** includes everyone under the age of 18.

*(Keeping Children Safe in Education DfE, September 2018)*

### 3. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance, **Keeping Children Safe in Education 2018** and **Working Together to Safeguard Children 2018**, and the **Governance Handbook**.

This policy is also based on the following legislation and statutory guidance:-

- **The Children Act 1989 and The Children Act 2004 amendment-Section 11** of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
- Sexual Offences Act (2003))
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage. (All early years providers)

This policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the Pre-school.

Cygnets Pre-School complies with this guidance and the procedures set out by Northamptonshire Safeguarding Children Board.

In particular this policy should be read in conjunction with the Pre- School's:-

- Safer Recruitment Policy,
- Achieving Positive Behaviour Policy,
- Anti-Bullying Policy,
- Staff Behaviour Policy,

## 4. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

## 5. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Northamptonshire Safeguarding Children Board.

Our policy and procedures also apply to **extended school and off-site activities**.

### 5.1 All Staff

All staff will read and understand [Part 1 and Annex A KCSIE 2018](#) of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2018](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation. **Appendix 4 and Appendix 7 of this policy outline in more detail how staff are supported to do this.**
- Please refer to the NSCB website for specific guidance on identification of neglect **NSCB Neglect Toolkit** including roles and responsibilities for interventions.

Please use the full suite of documents and guidance contained within the NSCB webpages - including the Neglect Screening Tool – **Neglect Screening Tool**

## 5.2 The Designated Safeguarding Lead (DSL)

Our DSL is **Tracy Nicholls – Pre- School Manager**

The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, **the Deputy Manager Anne Skeen** – will act as cover who is also trained as a DSL

If the DSL and Deputy Manager are not available **Deanna Joyce, Line Manager will act as cover**

It is a matter for individual settings as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will liaise with Local Authority case managers and Designated Officers for child protection concerns as appropriate.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated. (*Annex B; Paragraph 2 Keeping Children Safe in Education 2018.*)

The full responsibilities of the DSL are set out in their job description.

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at least annually.

### 5.3 The Governing Board: Consisting of Church Leaders & Elim Head office

**Governing Boards** and proprietors should ensure that the Pre- School designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The governing board will approve this policy at each review, and hold the Manager to account for its implementation.

The governing board will appoint a senior board level (or equivalent) Governor Safeguarding Lead **Sarah Bale** to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. Where appropriate the Nominated Individual will monitor the effectiveness of this policy in conjunction with the Governing Board.

The National Safeguarding Coordinator will act as the 'case manager' in the event that an allegation of abuse is made against the Manager, where appropriate (see appendix 3).

### 5.4 The Manager

The Manager is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and by placing a copy in foyer and making available on setting website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, Early years providers, 1:4 2yr olds & 1:8 3-4 yr olds.

- Making sure each child in the Early Years Foundation Stage is assigned a key person (Early year's providers)

## 6. WHEN TO BE CONCERNED

### 6.1 Children Who May Require Early Help

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

#### Early Help Links:

- Follow this link: [Early Help](#) to access Northamptonshire's information and support for professionals regarding Early Help.
- The Early Help Strategy Link: [Early Help Strategy](#)
- Early Help Co-ordinator Link: [Early Help Co-ordinators](#)

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.**
- **Children who are showing early signs of abuse and/or neglect.**

## 6.2 Children with Special Educational Needs and Disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour; including for example: ADHD or other specific behavioural problems/diagnosis, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties;
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- A disabled child's understanding of abuse;
- Lack of choice/participation;
- Isolation.

**Directory of Services for Children with Disabilities:** [Specialist-support-for SEND](#)

**Northamptonshire's Local Offer:** [SEND Local Offer](#)

## 6.3 Managing referrals and cases

• Refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): 0300 126 1000 (Option 1)
- By e-mail to: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)
- By using the online referral form found at:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

- In an emergency outside office hours, contact children's social care out of hours team on 01604 626938 or the Police

- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999

## 7. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, [only asking questions when necessary to clarify](#)
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

## 8. Concerns about a staff member or volunteer

*If a safeguarding allegation is made against a member or staff, volunteer, student or other adult connected to the setting, as well as following local safeguarding procedures we will notify the Registered Provider that an allegation has been made. Notification will be made to either the Nominated Individual ([Grace Saalmans](#)) or the National Safeguarding Coordinator ([Sarah Bale](#))*

If you have concerns about a member of staff or volunteer, speak to the Manager.

If you have concerns about the Manager, speak to the Line Manager, Nominated Individual or the National Safeguarding Coordinator.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Manager/ DSL, Line Manager, Nominated Individual and National Safeguarding Coordinator will then follow the procedures set out in appendix 3, if appropriate.

The DSL (or National Safeguarding Coordinator, in the case of a concern about the Manager) will also inform the designated officer for the local authority.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale. (Early year's providers, currently within 14 days of incident)

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

**Local Authority Designated Officers** - <http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/who-is-who/designated-officer/>

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/ related to a child
- Behaved towards a child or children in a way which indicates she/ he would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suit-able to work with children.

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

If staff members have concerns about another staff member then this should be referred to the Manager or Line Manager. Where there are concerns about the Manager this should be referred to the Nominated Individual and/ or the National Safeguarding coordinator.

In the event of allegations of abuse being made against the Manager where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Designated Officer (formerly LADO). Staff may consider discussing any concerns with the Line Manager, Nominated Individual or if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. She/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Manager. The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Manager will not investigate the allegation itself, but will refer to the Line manager, Nominated Individual and The safeguarding co-ordinator to investigate and a decision will be made whether it is appropriate to contact the Designated Officer (formerly LADO):

The employer, Church leaders and/or Elim headquarters of the setting must inform the Local Authority Designated Officer (LADO) within one working day when an allegation is made and prior to any further investigation taking place.

Multi-Agency Safeguarding Hub: **0300 126 1000 (Option 1)**

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/who-is-who/designated-officer/>

**Designated Officer Contact details: Andy Smith 01604 367862      Both available between  
Christine York 01804 362633      9.00am – 10.00am  
Administrator: 01604 364031 (available to leave message at other times)**

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Designated Officer (formerly LADO) without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the settings internal procedures.

**The Manager should, as** soon as possible, **following briefing** from the Designated Officer inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistle blowing procedure or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them:

- Multi-Agency Safeguarding Hub: **0300 126 1000 (Option 1)**
- NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **9. Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)***.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the pre-school record of concern sheet wherever possible.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

We will hold records in line with our records retention schedule.

If a child for whom the pre-school has, or has had, safeguarding concerns moves to another setting/ starts school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving setting/ school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

**Note (Highlighted section amended 13-12-2018)**

## 11. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff within the setting/ volunteers have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to

share information if a child is suffering, or at risk of, serious harm

## 12. PRE- SCHOOL PROCEDURES

*Please see Appendix 3: What to do if you are worried a child is being abused flowchart.*

If our staff have any concerns about a child's welfare, they should act on them immediately

If staff have a concern, they should follow this child protection policy and speak to the DSL (or deputy).

Options will then include:

- managing any support for the child internally;
- an early help assessment;
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Our staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## 13. COMMUNICATION WITH PARENTS/CARERS

**Cygnets Pre-School** will ensure the Child Protection Policy is available publicly either via the Pre-school website or by other means.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care before doing so.

#### 14. Useful Links:

**NSCB**

**NSPCC 0808 800 5000**

**Childline: 0800 1111**

**Child Exploitation and Online Protection (CEOP): 0870 000 3344**

**Online safety training and advice contact: [Onlinesafety@northamptonshire.gov.uk](mailto:Onlinesafety@northamptonshire.gov.uk)**

**Inspecting Safeguarding In the Early Years August 2018: [Inspecting-safeguarding-in-early-years-education-and-skills](#)**

**Early Years Foundation Stage Statutory Framework: [Early Years Foundation Stage Statutory Framework](#)**

#### 15. Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the pre-school management. It will be implemented through the pre-school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.

**APPENDIX 2: DECLARATION FOR STAFF**  
**Child Protection Policy and Keeping Children Safe in Education (DfE 2018)**

Pre-School name ..... Academic Year .....

Please sign and return to .....(DSL) by .....

I, \_\_\_\_\_<insert name>\_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The Pre- School’s Child Protection Policy
- (2) **Part 1 and Annex A** of '**Keeping Children Safe in Education**' DfE Guidance, 2018

- Achieving Positive Behaviour Policy
- Safer Recruitment Policy
- Anti-Bullying Policy,
- Staff Behaviour Policy

I am aware that the DSLs are:

.....  
 .....  
 .....  
 .....

and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the Policies folder placed on main room desk.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2018)

### Flowchart

#### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

#### Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

#### Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead ( DSL)
- Responsibility to take appropriate action, do not delay.

#### Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

## APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

### Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

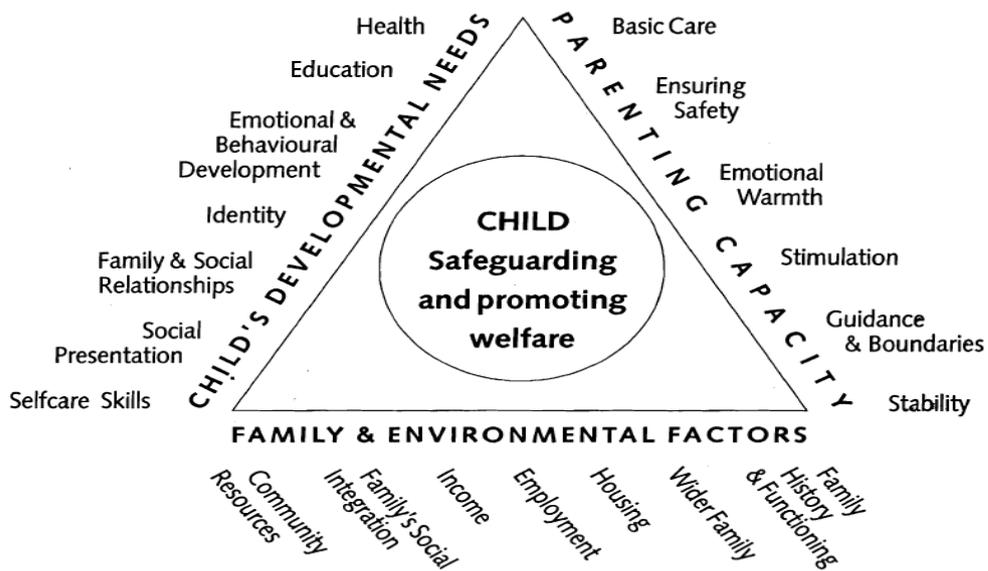
**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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)
- Ensure access to appropriate medical care or treatment

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

**The framework for understanding children's needs:**



In addition to the above, from Working Together to Safeguard Children (DfE 2018), refer to the latest Thresholds and Pathways document: [Northamptonshire Thresholds and Pathways](#)

## Appendix 5: ANNEX A Specific safeguarding issues

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. Although this is not within our settings age range it is important to be aware of this area.

### **Children missing from education**

Although children within our settings age range are not legally obliged to attend our setting every day, we need to be aware of and monitor absences. This could still be a vital warning sign of a range of safeguarding possibilities. Older siblings may be missing from education and consequently this could impact on a younger child within our setting.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child Sexual Exploitation (CSE)**

Although this area of abuse is recognised within older children than within our setting age range it does not mean it could not be happening within a family unit who use our setting and a disclosure from a younger child could be made bringing this to our attention. It is also important for our settings staff to be aware of the key facts and good practices below.

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example; being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

## **Key Facts about CSE**

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

## **Good practice – Individuals**

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective/ behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice/refer to Social Care

## **Good practice – Organisations**

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

## **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **Cuckooing**

Cuckooing is the term used to describe the practice where professional drug dealers take over the property of a vulnerable person and use it as a place from which to run their drugs business.

Exploitation and the role of adult females: The most common form of assistance by females is allowing the use of their address, followed by holding and running drugs. Females are also employed to book hotels and hire cars, identify local addresses for cuckooing, act as drivers and may on occasion act as an enforcer.

The issue of consent is questionable as many females involved have been targeted because they are vulnerable and are often class A drug users. Females may appear to be consenting, but quickly progresses to be coerced and controlled through threats and intimidation.

Females who have entered into relationships with gang members are often controlled and subject to domestic abuse.

In some instances, where females have allowed gangs to use their property, it is unclear if this was due to a genuine relationship or through gang members having set out to exploit them for their home. Some females have also been supplied with discount price drugs, affording gangs greater control over them. In some areas females have been sexually assaulted or threatened with sexual assault. Instances of females being prostituted for sexual favours in payment for drugs has also been reported.

## **Transport**

Cars and rail networks are generally used in county line gangs. This makes Northamptonshire particularly vulnerable being 1 hour from London by train and located on major road network of the M1 and A14. Gangs also continue to use taxis within county boundaries. Car rentals can also be used by girlfriends or friends to avoid detection.

## **Domestic Abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

## **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

## **Female Genital Mutilation FGM**

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

## **Forced Marriage (FM)**

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

## **Prevent**

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism

