

1.2 Safeguarding

Purpose and Aims

The purpose of Cullompton Pre School's safeguarding policy is to provide a secure framework for the workforce in safeguarding, and in promoting the welfare of the children who attend our setting.

The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other procedures and policies are in place to enable children to feel safe and adopt safe practices.
- Staff, committee, visitors, outside agencies, students, volunteers and parents are aware of the expected behaviours and the setting's legal responsibilities in relation to promoting the safeguarding and welfare of our children.
- We are committed to building a 'culture of vigilance' in which children are protected from abuse and harm in all areas of our service delivery.
- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages, cultural or social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local child's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse, where appropriate.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Ethos

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right.' Statutory Framework for the Early Years Foundation Stage (EYFS).

Safeguarding in Cullompton Pre-School is considered everyone's responsibility and our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential. Cullompton Pre-School recognises the contribution it can make in ensuring that all children registered or who use our setting have trusted key worker with whom they feel safe and that they will be listened to and appropriate action taken. We recognise that this is especially important for children who are unable to communicate e.g. babies and very young children that they have strong attachment to their care givers. We will work to ensure children's safety by working in partnership with other agencies i.e. Early Help, MASH, Police and Social care as well as seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework)
- [Working Together to Safeguard Children](#)
- [What to do if you are worried a Child is being Abused](#)
- [Keeping Children Safe in Education](#)
- [The Prevent Duty 2015 advice for childcare settings](#)
- [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK \(www.gov.uk\)](#)
- [Female genital mutilation - GOV.UK \(www.gov.uk\)](#)

Responsibilities and expectations

The management committee/proprietor takes seriously its responsibility under section 11 of the Children Act and duties under "working together" to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer significant harm. We recognise that all staff and management have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern.

The proprietor/trustees/committee should also ensure the following:-

- that the safeguarding and child protection policy is made available to parents and carers.
- that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- that the setting has procedures for handling allegations of abuse made against members of staff (including the Pre-School Leader/Administration Manager) or volunteers.
- the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting.

- the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers “to have due regard to the need to prevent people from being drawn into terrorism” (The Prevent Duty) is implemented, taking into account the Local Safeguarding Children’s Board ‘Prevent’ policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- a Designated Safeguarding Officer (DSO) is appointed who has lead responsibility for dealing with all safeguarding issues in our setting.
- Our procedures will be annually reviewed and up-dated.

The Designated Safeguarding Lead is Amelia Joyner

If they are not available then contact the

Deputy Designated Safeguarding Lead who is Michelle Harris

These persons can also be contacted with any safeguarding concerns

By emailing safeguarding@cullomptonpreschool.org

Or by telephoning 01884 35018

The Named Member of the Committee for Safeguarding is Jack Madge

The responsibilities of the Designated Safeguarding Lead (DSL) are:-

- To ensure that all safeguarding issues raised, in setting, are effectively responded to, recorded and referred to the appropriate agency.
- They are also responsible for arranging the whole setting’s safeguarding training, for all staff and volunteers who work with children and young people in our setting.
- To ensure that all adults are alert to circumstances when a child and family may need access to early help.
- To ensure all adults, (including volunteers) new to our setting will be made aware of this policy and the procedures for child protection, the name and contact details of the DSL and have these explained, as part of their induction into the setting.
- To be responsible for arranging the settings safeguarding training for all staff. The DSL must ensure that the safeguarding training takes place at least every three years for all with regular updates during this period, which they can deliver in-house provided they are linked into the support and quality assurance process offered by the Local Authority and the Devon Children and Families Partnership.
- To attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, review, core groups, or meetings where it concerns a child in our care and to contribute to multi-agency strategy discussions to safeguard and promote the child’s welfare.
- To ensure allegations regarding adults in the setting are effectively responded to and referred to the appropriate agency.
- The DSL has a duty of care to share information with other agencies to safeguard children. This includes when a child transfers to another educational setting, new GP, Social Services or Police.

- The DSL is responsible for ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes our On-Line & ICT Safety Policy (which includes our Camera Policy and Acceptable Use Policy) and our Mobile Phone Policy.
- Implementing Fundamental British Values – we have written our own age appropriate set for the children attending our setting.

Staff roles and responsibilities will include:

- maintaining an attitude of 'it could happen here' where safeguarding is concerned.
- identifying concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- to provide a safe environment in which children can play and learn.
- knowing what to do if a child tells them they are being abused, exploited, or neglected.
- being able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- recognising the barriers for children when wanting to make a disclosure (verbal or non-verbal)
- identifying children who may benefit from early help, (providing support as soon as a problem emerges) and the part they play in these support plans.
- raising any concerns for a child following the setting's safeguarding policies and procedures
- being aware of local authority referral processes and supporting social workers and other agencies following any referral.
- adhering to safeguarding and welfare requirements within the Early Years Foundation Stage Statutory Framework to safeguard children's wellbeing and maintain public trust in the early years and childcare profession as part of their professional duties.
- Being aware of systems within the setting which support safeguarding e.g. behaviour policy, code of conduct,
- Attending regular safeguarding and child protection training.
- Recognising that children missing through non-attendance can be a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the DSL.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub) via the 'request for Support Form', Children and Young Peoples Service (CYPS) – Social Care, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's Protection file.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our setting it includes such things as child safety, bullying, racist abuse and harassment, radicalisation, visits, intimate care and internet safety etc. However it must be acknowledged that technology itself will not present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and

emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the **need to consult further**.

‘Safeguarding children and protecting professionals in early years settings: Online Safety Considerations document identify the responsibilities for our setting with regards to online safety for the children

‘You play an essential role in helping young children learn the foundations of safe online behaviour. Even if children don’t have access to technology within your setting, they will may be using it at home, with their friends or in other public spaces. Children are naturally curious in understanding the world we live in; it is our responsibility to enable them to do so, including helping them to recognise the value of technology and use it safely. Role modelling safe use of the internet should become part of our everyday practice’. (2019)

As it is not the technology itself that will present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child/adult subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Physical Abuse

This can take many forms including but not limited to hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen’s Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child’s need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others, or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm.

Sexual Abuse

Sexual abuse involves forcing or enticing a child, or young person, to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact, both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries

or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Child Sexual Exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) in exchange for sexual activity. It can occur through the use of technology without the child's immediate recognition.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

Prevent Duty and British Values

At Cullompton Pre-School we support and believe in the Fundamental British Values comprising of: Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance.

We have researched and looked carefully at our practice to see how and where we can teach and support these values. We make reference to them in our planning and our learning objectives on a weekly basis and they are promoted at staff meetings and during child/adult interactions and between all colleagues within our pre-school.

We believe that these are the values needed to be a good human being and that being compassionate and kind is part of life.

We understand the need to be alert to possible signs of extremism and radicalisation and that we must all be part of preventing terrorism.

All staff (as at November 2015) have completed the online Prevent training and a certificate is held on file to prove that this training has taken place. Staff complete the Prevent on-line training course during their induction process.

We will discuss at regular intervals the need to be aware and will not shy away from difficult conversations.

We will monitor absence and share this information with the Pre-School Leader on a weekly basis.

We will work to identify any children who we feel may be vulnerable to radicalisation.

We will assess the risk of any of our families being drawn into terrorism or families who support terrorist ideologies, reporting this activity to appropriate authorities.

If we see any changes in children's behaviour we will be alert and make assessments in line with our safeguarding policy.

The Pre-School Leader will hold responsibility for making any referrals to the Channel Programme or to MASH and will be involved in any concerns of a safeguarding nature – following our current safeguarding procedures and policy and in partnership with the LSCB.

We aim to send Amelia Joyner, Safeguarding Designated Officer, onto the government approved WRAP (Workshop to Raise Awareness of Prevent) training when available locally.

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on settings to have “due regard to the need to prevent people from being drawn into terrorism.”

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 Devon Children and Families Partnership.
- Make sure that staff have training that gives them the knowledge and confidence to identify children and families at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Ensure children are safe from terrorist and extremist material when accessing the internet in the setting

What to do if you are concerned

If a child makes a disclosure or allegation of abuse against an adult, or other child, or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Designated Safeguarding Lead as soon as possible.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position.

If you are concerned that a member of staff, or adult in a position of trust, poses a danger to a child or young person, or that they might be abusing a child or young person, you should report your concerns to the Designated Safeguarding Lead. Where those concerns relate to the Designated Safeguarding Lead however, this should be reported to the Chair of Committee using the setting's 'Whistle blowing' policy.

Informing Parents

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child in greater danger.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.

- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk the designated person should seek advice from children's social work services, about whether or not to advise parents beforehand, and should record and follow the advice given.

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues via our whistleblowing and complaints policies and appropriate advice will be sought from the Local Authority Designated Officer (LADO) or Safeguarding Team where necessary.
- If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the DSL. Where those concerns relate to the DSL however, this should be reported to the Chair of Trustees/Committee/Proprietor using the settings 'Whistle blowing' policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 the line is available from 8:00 AM to 8:00 PM, Monday to Friday or email: help@nspcc.org.uk
- Whistleblowing re the Playleader/Manager/DSL should be reported to the Chair of trustees/committee/Owner/Proprietor whose contact details are readily available to staff, using the settings 'Whistle blowing policy'.

Managing Allegations against staff

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our setting. An allegation is when it appears that the professional, staff member, volunteer, has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved in an inappropriate way towards a child which may indicate that he or she is unsuitable to work with children
- if there are concerns about the person's behaviour towards their own children
- children unrelated to their employment or voluntary work, and there has been a recommendation as part of a strategy discussion, that consideration should be given to the risk posed to children they work with
- an allegation has been made about abuse that took place some time ago and the accused person may still be working with or having contact with children

Allegations will usually be that some kind of abuse has taken place such as inappropriate behaviour displayed, inappropriate sexual comments, excessive one to one attention beyond the requirements of their role and responsibilities, inappropriate sharing of images. Allegations are made for a variety of reasons:

- Abuse has actually taken place.

- Something has happened to the child that reminds them of a past event – the child is unable to recognize that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something, they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Chair of Trustees/Committee/Proprietor. In the case of the allegation being made against the DSL this will be brought to the immediate attention of the Chair of Trustees/Committees/Proprietor. The DSL/Chair of Trustees/Committees/Proprietor will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. All allegations must be taken seriously and objectively and dealt with in a timely manner, in the case of an allegation the DSL/Chair of Trustees/committees/Proprietor will need to:

- Refer to the LADO guidance Managing allegations - Devon Childrens' and Families Partnership (dcfp.org.uk) and submit the LADO notification form.
- Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Advise Ofsted of allegation within 14 days of the allegation
- Ensure that the appropriate disciplinary procedures are followed, including if this is deemed necessary, suspending a member of staff from work until the outcome of any investigation
- Act on any decision made in any strategy meeting.
- Advise the Disclosure and Barring Service where a member of staff has been removed, would have been removed or dismissed if as a result of the allegations being founded.

A copy of "What to do if you are worried a Child is being Abused" booklet is kept with this policy. This sets out the guidelines on dealing with incidents, disclosures and the procedures that must be followed.

Low Level Concerns (Identified in the Keeping Children Safe in Education)

The term 'low-level' is any concern that an adult working in or on behalf of the setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to the settings policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door,
- humiliating children.

Sharing low-level concerns

- All low-level concerns are shared with the DSL.
- The DSL will then inform setting managers of all low-level concerns in timely fashion according to the nature of the particular low-level of concern.
- If there is doubt as to whether the low-level of concern meets the harm threshold, then the DSL will consult with their LADO.
- 'Insert name of provider' will create an environment where staff are encouraged and feel confident to self-refer where they have found themselves in situation which could be misinterpreted, might appear compromising to others or believe they have behaved in a way that they consider falls below professional standards.

Recoding low-level concerns

- All low-level concerns will be recorded in writing including details of concerns, the context and action taken.
- These records will be stored confidentially and held securely and will be kept 'provider needs to decide where the records will be kept' and will be kept for 'provider needs to decide how long to keep records'
- Records will be reviewed so that potential patterns of inappropriate problematic behaviour can be identified. DSL will need to decide on a course of action if this occurs including referral to LADO or follow disciplinary procedures.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- Our setting recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- The DSL will disclose personal information about a child or young person to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our concerns with parents and guardians and their consent is sought in accordance with Early Help and MASH procedures unless doing so would increase the risk of harm to the child. If in doubt regarding sharing information with parents and guardians, we will consult with the MASH consultation team.
- All children's safeguarding files will be kept confidential and stored securely. Safeguarding files will be kept separate from other files relating to children in the setting.

Training

All members of staff and volunteers will have access to whole setting safeguarding training at least every three years, in line with Devon Children and families Partnership (DCFP). We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. There are regular safeguarding discussions at each staff meeting and during every half term review and appraisal. All staff complete concern notes daily, which are reviewed by the DSO daily and moved onto a monitor list where there are growing concerns.

Our Designated Safeguarding Officer will undertake further safeguarding training, Group 3 DSCB Multi-agency Safeguarding course or Group 3 Refresher Courses, in addition to the whole setting training. This will be undertaken at least every three years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL to be able to better undertake their role, and support the setting in ensuring our safeguarding arrangements are robust and achieving better outcomes for the children in our setting. This includes taking part in multi-agency training in addition to safeguarding training.

Our Committee will have access to safeguarding training and our Named Committee Member for Safeguarding will also undertake additional awareness training at least every three years. They will also be advised to undertake additional training to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our Safeguarding arrangements are reported on an annual basis to our Committee and our Safeguarding policy is reviewed annually, in order to keep it updated, in line with local and national guidance/legislation.

We include a copy of the Safeguarding policy on our website. A paper copy is available for parents upon request. A copy of this and all of our policies, are available in our policy file, stored in the main room at pre-school. We may be able to arrange for our policy to be made available to parents whose first language is not English, on request.

Mobile Phones and Cameras

Cullompton Pre-School has policies and procedures in place with regard to the use of mobile phones and mobile technology i.e. iPad's, smart watches, laptops, cameras in the setting and on visits etc. Need to include the settings procedures with regards to mobile phones and mobile technologies for all staff, volunteers and visitors. The 'Online Safety – A Toolkit for Early Years Settings' is a useful guide to assist the setting with developing appropriate policies and procedures.

Related Setting Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as child health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, setting security, drugs and substance misuse, etc.

There may also be other safeguarding issues that are specific to the local area or population.
Safeguarding Children and Safer Recruitment in Education DfES 2007

This policy will cross reference to related and adopted setting policies and other protocol:

- 1.14 Supporting Behaviour
- 1.4 Confidentiality and Client Access to Records
- 1.2.2 On-line and ICT Safety (including Acceptable Use Policy)
- 1.2.1 Mobile Phones
- 3.2 Health and Safety General Standards
- 1.12 Promoting Inclusion, Equality and Valuing Diversity
- 1.12a Equality Procedure

- 1.8 Supervision of Children on Outings and Visits
- 1.11 Whistleblowing
- 1.11a Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff
- 2.4 Recruitment and Retention
- 1.5 Information Sharing

Manuals kept in setting:

What to do if you're worried a child is being abused
Working Together to Safeguard Children

July 2013 - This policy has been updated and, thus, has been subsequently reviewed and re-adopted by the management committee.

Previously reviewed on:-	25 th February 2019	by	Alex Fox Chairperson
Previously reviewed on:-	24 th February 2020	By	Alex Fox Chairperson
Previously reviewed on:-	3 rd November 2021	By	Jack Madge Chairperson
Previously reviewed on:-	3 rd October 2022	By	Hannah Tilley Chairperson

Reviewed by Staff on:	30 th March 2023 (AJ/MW)
Reviewed by Committee on:	13.07.23
Date of next review:	July 2024
Signed on behalf of the Management Committee:	J Madge
Name of Signatory (printed):	Jack Madge
Role of Signatory (e.g. Chairperson)	Chairperson

For further information regarding any child protection procedure, please consult
www.swcpp.org.uk

Useful Contacts:

[Devon Children and Families Partnerships](#)

[South West Child Protection Procedures](#)

[Devon Early Years and Childcare Service](#)

[Child Exploitation and Online Protection Agency NSPCC](#)

[CHILDWISE - a leading specialist in research with children and young people - ABOUT](#)

Multi-agency Safeguarding Hub (MASH)

[DCC - Request for support \(outsystemsenterprise.com\)](#)

0345 155 1071 email: mashsecure@devon.gov.uk

MASH Consultation Line 0345 155 1071 (ask for Consultation Line)

Early Help co-ordination centre 0345 155 1071 (ask for Early Help)

[Early Help information](#)

Out of hours for CYPS (Social Care):

5pm -9am and at weekends and public holidays, please contact:

Emergency Duty Service 0845 6000 388 (low-rate call)

Police Central Referral Unit: 0845 605 116

EYCS Consultation Service:

If you have concerns about a child but are unsure whether to make a MASH enquiry. The numbers are:

Nikki Phillips – Locality Manager for Exeter, East, North & Mid Devon 01392 385394

Melissa Filby – Holiday Activities and Food Programme Co-ordinator 01392 388461

Susan Bolt - Locality Manager for South West Devon 01392 384046

DCFP

DCFP Office: 01392 386067

Child Protection Chairs and Local Authority Designated Officers for managing allegations against staff:

[Training and Resources on managing allegations](#)

Devon's Domestic Abuse Helpline 0345 155 1074

Multi-Agency Safeguarding Hub – MASH

MASH contributes to improved outcomes for safeguarding children because it has the ability to swiftly collate and share information held by the various agencies and to provide a multi-agency risk assessment of each case for 'actual or likely harm'.

- Manages contacts and enquiries received from any source (usually CYPS and Police VIST vulnerable incident screening tool)
- Develops a document recording the concern information and all other agencies information available within agreed timescales and a social worker manager makes an informed decision using all of the available information.
- Develops concern information into a social care referral if services are required under section 17 or section 47 of The Children Act 1989
- Liaises with the Early Help for children and young people who need services but do not meet The Children Act 1989 threshold
- Provides consultation line to agency enquirers about thresholds, appropriate action to be undertaken and services.

Prevent Email:- prevent@devonandcornwall.pnn.police.uk

Multi-Agency Safeguarding Hub – MASH

- Manages contacts and referrals received from any source (usually CYPS and Police 121A reports)
- Develops a document recording the concern information and all other available information in the Hubs within agreed timescales and an Early Years and Families manager makes an informed decision using all of the available information.
- Develops concern information into an Early Years and Families referral if services are required under section 17 or section 47 of The Children Act 1989
- Liaises with the Early Response Service for children and young people who need services but do not meet The Children Act 1989 threshold
- Provides consultation to agency referrers about thresholds, appropriate action to be undertaken and services.

The Hub contributes to improved outcomes for safeguarding children because it has the ability to swiftly collate and share information held by the various agencies and to provide a multi-agency risk assessment of each case for 'actual or likely harm'.

A copy of the MASH (Multi Agency Safeguarding Hub) Factsheet for Parents available for you to look at **OR** please go to

<http://www.devon.gov.uk/mashparentsfactsheet.pdf> for a copy of the MASH Factsheet for Parents”

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Devon Safeguarding Children Board and Local Authority.

Categories of Abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations

- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

Neglect The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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 food, clothing and shelter.

protect a child from physical and emotional harm or danger.

ensure adequate supervision.

ensure access to appropriate medical care or treatment.

Possible indicators of Neglect Obvious signs of lack of care including:

Problems with personal hygiene, constant hunger, inadequate clothing, emaciation, lateness or non-attendance at the setting, poor relationship with peers, untreated medical problems, compulsive stealing and scavenging, rocking, hair twisting, thumb sucking, running away, low self-esteem etc.

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning, 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.

Possible Indicators Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.

Sexual Abuse

Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.

Possible indicators of Sexual Abuse Sudden changes in behaviour, displays of affection which are sexual and age inappropriate, tendency to cling or need constant reassurance,

Tendency to cry easily, regression to younger behaviour – e.g., thumb sucking, acting like a baby, unexplained gifts or money, depression and withdrawal, wetting/soiling day or night, fear of undressing for PE etc.

Emotional Abuse

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 in far as they meet the needs of another person.

Possible Indicators of Emotional Abuse Rejection, isolation, child being blamed for actions of adults, child being used as carer for younger siblings, affection and basic emotional care giving/warmth, persistently absent or withheld.

Current Safeguarding Issues

(This section highlights optional extras that Settings may consider adopting to accompany their Safeguarding policy)

(The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at www.swcpp.org.uk (Direct links to the policies listed below are included where available).

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Cullompton Pre-School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Child Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Cullompton Pre-School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the setting and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone, camera or electronic communications with a child at our setting is not acceptable other than for approved setting business. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

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 and be patient with them.
- Help the child 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.
- Co-operate to enable successful investigations and prosecutions of perpetrators.

Forced Marriages (FM)

Cullompton Pre-School does not support the idea of forcing someone to marry without their consent. FM is now a specific offence under S121 of the Anti-Social Behaviour Crime and Policing Act 2014 that came into force on 16th 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)

Under-age Marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

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).

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF,*

July 2009) Cullompton Pre-School will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Cullompton Pre-School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

Honour Based Violence

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence Cullompton Pre-School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Cullompton Pre-School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as ***“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”***. Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Cullompton Pre-School we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Cullompton Pre-School to inform the Local Authority via MASH where we are made aware of a child or young person who may be subject to private fostering arrangements