

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

Safeguarding children, young people, and vulnerable adults at **St Clements Pre School LTD**

(Including managing allegations of abuse against a member of staff)

Policy statement

Our setting will work with children, parents, and the community to ensure the rights and safety of children, young people, and vulnerable adults and to give them the very best start in life. Effective safeguarding arrangements recognise that Safeguarding is everyone's responsibility and adopt a child centered approach. This is a core policy that forms an essential part of the induction for all staff and volunteers. No single practitioner can have a full picture of a child's needs and circumstances. Everyone has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding and promoting the welfare of children is defined in Working together to Safeguard Children as:

- Protecting children from maltreatment.
- Preventing impairment of health or development.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking actions to ensure all children have the best outcomes.

Our safeguarding policy is based on three key commitments.

Procedures

We carry out the following procedures to ensure we meet the three key commitments, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.

Staff and volunteers

- Our designated safeguarding lead (DSL) who co-ordinates and oversees child, young person and vulnerable adult protection issues is **Elaine King** and our deputy designated safeguarding lead (DDSL) is **Paige Burry (Nursery) and Charly Watts (Iford)**, one of whom will always be available. In addition, a Senior Leader will always be available to support DSL.

- When the setting is open, but the designated person is not on site, a suitably trained deputy is always available for staff to discuss safeguarding concerns.
- The designated persons ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated persons understand Pan Dorset Safeguarding Children Partnership's safeguarding procedures, will attend relevant training, and continually refresh their knowledge of safeguarding in line with statutory guidance (as a minimum).
- All staff understand that safeguarding is their responsibility.
- We ensure all staff are trained to understand our safeguarding policies and procedures. Parents are also made aware of them; on entry notices, posters, policy folder (in setting) and All about Me forms in registration packs and our website.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social work team, BCP 'MASH' Multi Agency Safeguarding Hub 01202 735046.

The 4 areas that staff need to be aware of is:

- **Understanding signs and indicators of abuse**
- **The settings procedures and recording forms.**
- **How to make a referral if they need to do so.**
- **Whistleblowing**
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical. All staff understand that safeguarding is their responsibility from their induction and through continuous professional development.
- All practitioners are required to attend a level 2 Safeguarding Course, this should be refreshed every three years. We conduct regular safeguarding tests, and our fortnightly emails aim to keep the team up to date with latest safeguarding information and guidance.

Early Help

- All staff understand the principles of Early Help (as defined in Working Together to Safeguard Children, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- **Early help services are designed to be responsive and targeted to children, young people, and families most in need of help. BCP have teams in the community who work alongside children, their families, support networks to overcome barriers, build resilience and improve outcomes. The basic premise of Early Help is to provide appropriate support and intervention at the earliest opportunity to prevent issues escalating to crisis point. The intention is to draw upon families' own strengths and skills to empower, enable, build resilience, and promote self-reliance. Programme teams are based in and around Early help family hubs situated in Christchurch, Boscombe, Kinson and West Howe, Turlin Moor, Rossmore, and Old Poole Town. Programme offer includes Come talk with me, Starting Out and**

Parenting Programmes. The Early Help First Response Team is the first point of contact for those requesting Early Help in the BCP area. The team works with BCP Council MASH in the Children's Services First Response Hub responding to all contacts and referrals for Early Help Support and intervention. They provide information, advice, and guidance. Their contact details are 01202 735046 childrensfirstresponse@bcpcouncil.gov.uk

- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.

Thresholds of significant harm

- All staff are aware of Pan Dorset Safeguarding Children Partnership Continuum of Need/ thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by Pan Dorset Safeguarding Children partnership which has replaced LSCB.

Data Protection

- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully. The regulations are not a barrier to sharing information where the failure to do so would result in a child/vulnerable adult placed at risk of harm.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.

Escalation

- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.

Expected standards of behaviour

- All staff understand expectations of required behaviour and conduct, and follow our policies and procedures on Positive behaviour, Online safety (including use of mobile phones, digital devices and social media), Whistleblowing and dignity at work. Please see staff Handbook for further details.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age-appropriate way.
- We keep a written record of all complaints/concerns including details of how they were responded to. We keep a record of gifts and/or rewards beyond the usual end of term/Christmas gifts.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- We provide adequate and appropriate staffing resources to meet the needs of children.

Safer recruitment

- Applicants for posts within the provision are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced DBS checks and barred lists checks are carried out for staff and volunteers prior to their post being confirmed to ensure no disqualified or unsuitable person works at the setting or has access to the children.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Volunteers and/or students do not work unsupervised.
- Volunteers must be:
 - be considered competent and responsible.
 - receive a robust induction and regularly supervisory meetings.
 - be familiar with all the settings policies and procedures.
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Students requiring work-based placements may be under 17s (e.g., school placements), they will require a named contact from an appropriate establishment.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the DBS reference number.
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate.
 - the date the disclosure was obtained; and
 - details of who obtained it.
- We inform all staff and volunteers that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us). Furthermore, an annual declaration of suitability is required.
- Staff receive regular supervision, which includes discussion of any safeguarding issues and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour (outlines in employee handbook).
- We notify the DBS of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the provision so that no unauthorised person has unsupervised access to the children.

Online safety

- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form

and have access to records holding visual images of their child. Staff do not use personal cameras or filming equipment to record images.

- Personal mobile phones are not used where children are present.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO (Information Commissioner’s Office).
- The designated person has responsibility for ensuring that there is an adequate online safety policy in place. Our named Online Champions are Paige Burry (Nursery), Michael Hills (Nursery), Charly Watts (Iford) and Sara Dawson.

Health and safety

- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- Prompt, appropriate information sharing at the first opportunity of every significant safeguarding concern is essential, however, this should not delay any referrals being made to children’s social care or where appropriate, the LADO, Ofsted or Riddor.
- St Clements believes that the health and safety of its staff is of paramount importance. We support safe working and will individually risk assess any external training/meetings away from the setting, as necessary. Please see **Staff Personal Safety** policy for further details.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ‘What to do if you’re worried a child is being abused’ (HMG 2015) and the Care Act 2014 (Reforms to adult Safeguarding)

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. A useful tip to remember the categories is to remember the word PENS.

Categories of abuse

Physical abuse	This can include hitting, shaking, throwing, poisoning, burning, scolding, drowning, and suffocating. It also may include fabricating symptoms or deliberately inducing illness in a child.
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Emotional abuse	Behaviour that makes a child feel worthless, unloved, or inadequate. A child may not be given the opportunity to express views, be silenced or made fun of. They may also be subject to age or developmentally inappropriate expectations. Emotional abuse can be seen in overprotection and limitation of exploration and learning preventing the child from participating in normal social interaction. It can also come about through seeing or hearing ill treatment of others. Another way is through a child being frequently frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.
Neglect	Neglect is rarely a single incident or crisis but repeated, persistent neglectful behaviour that does not meet a child's basic needs. A child's basic needs are comprised of food, shelter, clothing, warmth, safety, stimulation, protection, nurture, medical care, education, supervision, identity, and play. If needs are being met adequately, harm or the likelihood of significant harm is avoided. Neglect happens when a child is suffering or is likely to suffer significant harm. It is a failure of parents/carers to meet a child's needs with a not "good enough" standard of care. Neglect can also lead to a breakdown in the relationship between parent and child.
Sexual Abuse	Involves forcing or enticing a child to take part in sexual activities. Activities may involve physical contact including assault by penetration such as rape or oral sex or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. Sexual abuse also includes non-contact activities such as making children look at sexual images, watch sexual activities or encourage to them behave in a sexually inappropriate way or grooming a child in preparation for abuse. Sexual abuse can take place online and technology used to facilitate offline abuse.

Indicators of abuse

- When children are suffering from physical, sexual, or emotional abuse, or may be experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour.
 - deterioration in their general well-being.
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure).
 - changes in their appearance, their behaviour, or their play.
 - unexplained bruising, marks or signs of possible abuse or neglect.
 - any reason to suspect neglect or abuse outside the setting.

- Patterns of attendance at setting (see **Patterns of Attendance Policy**). Attendance is monitored, and calls will be made to MASH if attendance is cause for concern.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately, and Pan Dorset Safeguarding Children's Partnership procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services.
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.

Additional vulnerabilities

- We ensure that all staff understand the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation, or culture, and that these receive full consideration in relation to child, young person, or vulnerable adult protection.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are aware of other factors that affect children's vulnerability that may affect or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation and radicalisation or extremism.

Domestic Violence

- We recognise that children can "witness" domestic violence in many ways and their responses to the trauma will affect them differently. (Please see **Appendix 1** for more information on domestic violence)

Preventing Extremism

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and Pan Dorset procedures on responding to radicalisation. Extremism is vocal opposition to our fundamental values including rule of law, individual liberty, mutual respect, and tolerance of different faiths/beliefs. British values are embedded in our setting, we promote spiritual, moral, cultural, mental, and physical development of all children to prepare them for opportunities,

responsibilities and experiences of life and promote community cohesion. Extremist ideas that form part of terrorist ideology are challenged.

- A member of staff will complete online Channel training, online Prevent training, and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.

FGM, Honour based violence, County lines and organised crime

- We are aware of the mandatory duty that applies to teachers and health workers to report cases of Female Genital Mutation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. We are also aware of criminal activity that targets children and vulnerable people to move drugs around through County lines. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking, we will refer to National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threat's children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe a child in our care or known to us may be affected by any of these factors, we follow the procedure for reporting child protection and child in need concerns and follow the Pan Dorset Safeguarding Children Partnership's procedures.
- Where such indicators are apparent, the observing member of staff makes a dated record of the details of the concern and discusses what to do with the DSL or DDSL. The information is stored in a confidential file.
- We refer concerns about children's welfare to the local authority children's social care department and co-operate fully in any subsequent investigation. NB. In some cases this may mean the police, or Pan Dorset Safeguarding Children Partnership.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).

Vulnerable young adults

- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees, or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age-appropriate way,

but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.

Whistleblowing

- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- All staff know that they can contact the NSPCC whistleblowing helpline (Tel 0800 028 0285 Email help@nspcc.org.uk) if they feel that the organisation and/or the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at work (www.pcaw.org.uk) for advice relating to whistleblowing dilemmas.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:
 - listens to the child, offers reassurance, and gives assurance that she or he will take action.
 - take all allegations seriously.
 - never keep a secret or make promises that you cannot deliver.
 - does not question the child although it is ok to ask questions for the purpose of clarification using TED, (Tell me, Explain to me, Describe to me).
 - Be honest about what you will do next.
 - **makes a written record that forms an objective record of the observation or disclosure that includes:**
 - the date and time of the observation or the disclosure.
 - the exact words spoken by the child as far as possible.
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.
- Blank forms can be found in the green and yellow colour coded files by the office door in our nursery setting and, on the display, stand on the desk at our Iford setting. These records are signed and dated and kept in a confidential file.
- The designated person is informed of the issue at the earliest opportunity and always within 1 working day.

- Where the Pan Dorset Safeguarding Children Partnership safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure.
- Accurate records are kept of incidents of concerns/ referrals on a Chronological log.
- These are kept in a Confidential file separate from the child's file. Only those authorised can access these files.
- If a child is new at our setting, we may call their previous early years setting to see if there are any current/historical safeguarding/child protection records. If there is known safeguarding/ child protection concerns and their records do not arrive within working 5 days, we will contact the child's previous setting DSL to formally request them. If they do not arrive a further 5 working days after this, we will contact the social care team for where the child lives.
- When a child leaves the setting this file is handed over to the child's new setting or school. We require signed confirmation from the new providers that they are in receipt of this information, this receipt is stored with the child's file. We will ensure that confidentiality is maintained, and the transfer of records is completed as safely as possible. Records will either be delivered by hand or sent via recorded delivery. If we do not know which provider a child has moved to, we will inform MASH (Multi Agency Safeguarding Hub) and the local authority Early Years Team.

Making a referral to the local authority social care team

- We follow the Pan Dorset Safeguarding Children Partnership procedures for recording and reporting concerns.
- All reports are dealt with in a timely and effective manner.
- The Pan Dorset Safeguarding Children Partnership website <https://pandorsetscb.proceduresonline.com/> is checked for updates regularly.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the Pan Dorset Safeguarding Children Partnership's escalation process. **(Please see Appendix 2)**.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by the Pan Dorset Safeguarding Children Partnership to resolve professional disputes.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events unless we feel this may put the child or other person at risk or may interfere with the course of a police investigation or may unduly delay the referral or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care or in some circumstances police, where necessary.

- We inform parents 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 procedures of the Pan Dorset Safeguarding Children Partnership does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working.

- Working together to Safeguard Children (2018) is our overarching guidance.
- The Prevent Duty guidance (April 2015) is also relevant.
- We work within the Pan Dorset Safeguarding Children Partnership guidelines.
- We have the current version of 'What to do if you're worried a child is being abused' available for parents & staff in the office & the staff room. All staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the National Society for the Prevention of Cruelty to Children (NSPCC) are displayed.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the provision, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We foster a culture of openness and support and systems are embedded to raise concerns when necessary.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.

- We ensure that staff are aware of safer working practices so can avoid placing themselves in potentially vulnerable situations:
- We differentiate between allegations and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
 - inappropriate sexual comments.
 - use of inappropriate language to or in the presence of children.
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities.
 - inappropriate sharing of images.
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child or may have harmed a child.
 - possibly committed a criminal offence against or related to a child.
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Please note, this is not an exhaustive list.

- We ensure that all staff or volunteer know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. We refer any such complaint immediately to the Local Designated Officer (LADO) to investigate and/or offer advice:

Laura Baldwin or John McLaughlin (Named Senior Officers/LADO) tele 01202 456744 Secure email lado@bcpcouncil.gov.uk

We will also seek support and guidance from BCP Early Years Safeguarding team for any actions following a referral and/or investigation, including allegations against staff.

- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold) and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the owners will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of

the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the DBS of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified, and barred from working with these groups.

Peer on peer abuse and unacceptable behaviours (both children and adults).

- Peer on peer abuse can manifest itself in many ways and covers everybody within St Clements including all children and all adults who access the setting.
- We follow the procedures set out in the “**Promoting Positive behaviour**” policy.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient, and listened to. **See Children’s Rights Policy.**

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra threats such as online risks, radicalisation and grooming and how to identify and respond to families who may be in need of early help and organisational safeguarding procedures.
- We ensure that designated persons receive training in accordance with that recommended by the Pan Dorset Safeguarding children Partnership and will refresh their knowledge and skills regularly.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- We offer “in –house” support and guidance and also an annual assessment of competencies.
- We ensure all staff receives updates on safeguarding via emails, online training and/or discussion at staff meetings at least once a year. Updates are available to all staff, who are encouraged to check both the Pan Dorset Safeguarding children Partnership website and the BCP Early Years Safeguarding website regularly.

Curriculum and Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff unless expressed permission has been gained for the benefit of the individual child.

- 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 that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value & respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural & social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Pan Dorset Safeguarding Children Partnership and in line with the GDPR, Data Protection 2018 and Working together to Safeguard Children 2018.

Support to families

- We believe in building trusting & supportive relationships with families, staff & volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children'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.
- 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.
- We will engage with any child in need plan or early help plan as agreed.
- 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 Pan Dorset Safeguarding children partnership.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act 2006
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)

- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) 2018
- Childcare (Disqualification) Regulations 2009
- Children and Families Act 2014
- Care Act 2014
- Serious Crime Act 2015
- Counterterrorism and Security Act (2015)
- Clare’s Law (March 2014) The Domestic Violence disclosure scheme

Further Guidance

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- What to do if you are Worried a Child is Being Abused (DfE 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm- Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Independent Safeguarding Authority: www.isa.gov.org.uk
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2019)

This policy was adopted at a meeting of	St Clements Pre School LTD
Held in	Spring Term 2021
Date to be reviewed	Spring Term 2022
Signed on behalf of the Pre School	
Name of signatory	Elaine King
Role of signatory	DSL

A ‘young person’ is defined as 16 to 19 years old-in our setting they may be a student, volunteer, or parent.

The Domestic Abuse Bill 2020 created a statutory definition of abuse. This clarifies both the relationship between the abused and the abuser and what abusive behaviour consists of.

Domestic Violence is any pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act of a pattern of acts assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

How are children affected by domestic violence?

The majority of children witness the violence that is occurring, and in 90% of cases they are in the same or next room (Hughes, 1992). Children can 'witness' domestic violence in many different ways. For example, they may get **caught in the middle** of an incident in an effort to make the violence stop. They may be in the room next door and **hear the abuse** or see their **mother's physical injuries** following an incident of violence. They may be forced to stay in one room or may **not be allowed to play**. They may be forced to **witness sexual abuse**, or they may be forced to take part in verbally abusing the victim. All children witnessing domestic violence are being emotionally abused.

Are the effects the same for every child?

Children can experience both short and **long term cognitive, behavioural and emotional effects** as a result of witnessing domestic abuse. Each child will **respond differently to trauma** and some may be resilient and not exhibit any negative effects.

Children's **responses to the trauma** of witnessing DV may vary according to a **multitude of factors** including, but not limited to, age, race, sex, and stage of development. It is equally important to remember that these responses may also be caused by something other than witnessing domestic violence, and therefore a thorough assessment of a child's situation is vital.

Children are individuals and may respond to witnessing abuse in **different ways**. These are some of the effects described in a briefing by the Royal College of Psychiatrists (2004):

- They may become anxious or depressed.
- They may have difficulty sleeping.
- They have nightmares or flashbacks.
- They can be easily startled.
- They may complain of physical symptoms such as tummy aches.
- They may start to wet their bed.

- They may have temper tantrums.
- They may behave as though they are much younger than they are.
- They may have problems with school.
- They may become aggressive or they may internalise their distress and withdraw from other people.
- They may have a lowered sense of self-worth.
- Older children may begin to play truant or start to use alcohol or drugs.
- They may begin to self-harm by taking overdoses or cutting themselves.
- They may have an eating disorder.

Appendix 2

The Pan-Dorset Escalation Policy

The full policy can be found through the following link. The document is time bound.

<https://proceduresonline.com/trixcms/media/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf>

Below sets out a summary of key points.

This policy sets out the expectations and pathways for managing differences of professional opinions in the child's best interest. It has a focus on resolving multi-agency safeguarding challenges. The policy can be used between any agencies working to safeguard children. The policy promotes emergency action when needed but allows time for reflection and opportunities for discussion and review in non-urgent situations. The use of professional challenge and escalation is expected and promoted in multi-agency working to enable to children (including young people) to be safeguarded effectively. The child's welfare and safety are paramount.

The Pan -Dorset Safeguarding Policies and Procedures Manual provides detail of expected practice.

<https://pandorsetscb.proceduresonline.com/imdex.html>

All agencies need to be curious and be open to explaining their decision making, action and ways of working. All challenges must be resolved in a timely way so that the welfare of the child remains paramount.

Pan-Dorset Multi-agency Escalation Policy Version 22.05.2019

Escalation stages

Act immediately if there is a risk of significant harm.

STAGE ONE: PROFESSIONAL TO PROFESSIONAL

When concern regarding practice or decision-making by a practitioner/agency arises, the initial response should be made between agencies to resolve the issue. If resolution cannot be agreed, practitioners must escalate to their line manager or safeguarding lead in their organisation to decide whether to proceed to a stage 2 escalation. **Stage 1: Take action within one day of agreement to move to stage 2.**

STAGE TWO: BETWEEN AGENCY LINE MANAGERS/SAFEGUARDING LEADS.

These representatives should discuss the concerns/responses with their opposite manager in the relevant agency. Where not resolved the line manager will escalate to a senior manager to decide whether to proceed to a stage 3. **Stage 2: By 4 working days**

STAGE THREE: BETWEEN SENIOR MANAGERS

The purpose of escalating the dispute to this level is to reach a position where differing professional opinions have been taken into account and efforts made to explore whether the dispute has arisen through lack of clarity or understanding in the professional dialogue. Ultimately a decision will need to be reached between agencies with an agreed way forward where the interests of the child take precedence over a professional stalemate. In some cases, there will need to be a note made that disagreement to the plan remains. It will be helpful to think about contingency. **Stage 3: No Later than 10 working days.**

Decision made but professional disagreement remains. In the unlikely event that the professional disagreement remains despite a decision being reached, the issues raised will be referred to the Head of Safeguarding of any agency involved so that they can note significant challenges to working together to safeguard children.