



PUDDLEDUCKS Nursery & Pre-School

SAFEGUARDING AND CHILD PROTECTION POLICY

Puddleducks Nursery and Pre School fully recognises its responsibilities for Safeguarding and child protection.

Policy agreed (date):	September 2020
Policy published (including on website) (date):	September 2020
Next review (date):	March 2021

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Directors	Beverley Smith Cheryl Stephens	01672 562371	manager@puddleducks-pewsey.com
Designated Safeguarding Lead (DSL)	Beverley Smith	01672 562371	manager@puddleducks-pewsey.com
Deputy DSL(s) (DDSL)	Cheryl Stephens	01672 562371	manager@puddleducks-pewsey.com
Senior Assistant for Safeguarding	Carol Eyles	01672 562371	manager@puddleducks-pewsey.com
Designated Teacher for Looked After Children	Beverley Smith	01672 562371	manager@puddleducks-pewsey.com
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)			

Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH): Out of hours:	0300 456 0108 0300 456 0100
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If you believe a child is **at immediate risk** of significant harm or injury,
you **must** call the police on 999.

Introduction

Puddleducks Nursery and Pre School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Non-statutory interim guidance: Covid-19: safeguarding in schools, colleges and other
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people parents & carers (2018)

See Appendix 1 for the legislative framework and key documents on which this policy is based

The aim of this policy is to ensure:

- all our children are safe and protected from harm.
- safeguarding procedures are in place to help children to feel safe and learn to stay safe.
- adults in the setting are aware of the expected behaviours and the setting's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the setting and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

• First Aid	• Staff code of conduct	• Missing child
• Administering medicines	• Promoting positive behaviour	• Looked after children
• Managing children who are sick or infectious	• Maintaining children's safety & security on premises	• Supporting children with Special Needs
• Children's rights and entitlements	• Health and Safety	• Valuing diversity & promoting inclusion & equality

This policy applies to all staff in our setting.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the setting, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in Puddleducks (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on Puddleducks roll and any child under the age of 11 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required and supported where required.

As key strategic decision makers and vision setters for the setting, the directors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Directors will work with room leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff code of conduct (for safer working practice) D/DSL training Looked After Children (LAC) Preventing Radicalisation Staff training Whistleblowing	Child voice Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based abuse (HBA) Peer on Peer abuse Mental health Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL)

Allegations management

Our opposite Director is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Manager or Deputy Manager

Audit

The Manager/DSL for safeguarding liaises with the Deputy/ DDSL to complete an annual safeguarding audit return to the local authority.

We ensure risk assessments are comprehensive and are regularly reviewed and updated annually, in line with our Health & safety policy. Support, guidance and supervision is offered to staff to ensure compliancy.

Safer Recruitment

Our Manager updates training as required to comply with regulations regarding the settings safer recruitment practice

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks.

At Puddleducks, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks that have been carried out and certificates obtained. The SCR includes disclosure reference number, date of disclosure and agency performing the check and applies to:

- all staff (including regular volunteer helpers) who work at the setting.
- all directors

All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands/warnings which may affect their suitability to work with children (whether received before or during their employment with us). Staff are **not** now required their line manager if anyone in their household has any relevant convictions, cautions, court orders or reprimands/warnings or have been banned from, or had registration refused or cancelled in relation to any childcare provision.

Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.

We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.

Staff Code of Conduct (for safer working practice)

Puddleducks is committed to positive learning, development, social and emotional outcomes for our children underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Visitors

All visitors complete a signing in/out form.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the setting.

If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.

Puddleducks has control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Curriculum – teaching about safeguarding

Our children access a broad and balanced curriculum via the Early Years Foundation Stage (EYFS) that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. These are identified within the EYFS and are:

Prime areas; personal, social & emotional development, physical development, communication & language

Secondary areas; literacy, mathematics, understanding the world, expressive arts and design

We advise parent/carers at entry that children are photographed for no other purpose than to record their development. Photographs are stored electronically for one academic year only. Staff only use the equipment supplied by Puddleducks and do not use personal cameras or filming equipment to record images.

The layout of the rooms allows for constant supervision. Staff or volunteers are not left alone with children.

Early help

At Puddleducks, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

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

The D/DSL uses:

- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020) along with notes from Safeguarding training, are important reference documents for all staff.

We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition and a child who may be at risk of significant harm to the local authority.

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.

All staff remain alert to any signs that during the current COVID-19 outbreak a child in their care is suffering from or likely to suffer from harm. This includes signs of neglect that may be caused by extraordinary circumstances due to measures to curb the spread of the virus.

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the playrooms, staffroom, general office and adult cloakrooms for easy reference.

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Dos:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.

- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don'ts:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a child of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in the setting to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know who next to speak to or to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working together (2018).

During term time, the DSL and/or a DDSL is always available during setting hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing – non-attendance causing concern

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- There are no known welfare concerns about a child

Children with Special Education Needs and Disabilities (SEND)

Children with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Mental health

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of settings' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying children or families who might be at risk of radicalisation and speak to the D/DSL if they are concerned. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

Other safeguarding concerns

We are 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**. 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 the National Referral Mechanism, as soon as possible and refer and/or seek advice from the local authority children's social work service and/or police.

We will be alert to the threats 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 that a child in our care or that is known to us may be affected by any of these factors we follow the procedures for reporting child protection and child in need concerns to the Local Safeguarding Partners.

Off site visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

Exceptional operating circumstances

If the school is required to change the way we offer our provision to children due to exceptional circumstances eg during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children eg online.
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

Record keeping and information sharing

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 Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

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 Partners.

The setting:

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all child safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the child where possible.
- Liaises with partner organisations to ensure any safeguarding records are shared on transition.

For any child dual-registered with another setting, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention.

Information about children at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

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.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them and ensure this is properly recorded and stored. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with management.

If a staff member feels unable to raise an issue with management or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- MASH (multi-agency safeguarding hub) on 0300 456 0108 or emergency out of hours on 0300 456 0100
- Designated officer for Allegations (DOFA), formally known as LADO on 01225 713 943

Managing allegations against adults

Puddleducks follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the playrooms, staffroom, general office, and adult cloakrooms for easy reference.

Where anyone in the setting has a concern about the behaviour of an adult who works or volunteers at the setting, they must immediately consult the D/DSL who will refer to the Designated Officer for Allegations (DOFA). This needs to be actioned within 24 hours.

Any concern or allegation against the Manager will be reported to the Deputy Manager without informing the Manager.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Where it is agreed it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation.

We notify 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. Notifications are made as soon as reasonably practicable but within 14 days of the allegation being made.

All members of staff and volunteers have read, signed to confirm they have understood the setting's Staff Code of Conduct and staff behaviour policy.

Training

Induction

The welfare of all our children is of paramount importance. All staff including directors and regular volunteers are informed of our safeguarding procedures including online safety, at induction.

Our induction for staff also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present for this required update will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

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 outlined in the employee handbook.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to the setting's needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum. **In this setting this person is Beverley Smith.**

Preventing Radicalisation

All advanced safeguarding trained staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with management and to seek further support as appropriate.

Monitoring and review

The manager ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed twice annually or earlier as required by changes to legislation or statutory guidance.

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)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 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)
- 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, 2016)

This policy was reviewed in September 2020. Date of next review March 2021.