

# **St Barnabas Pre-School Safeguarding and Child Protection Policy.**

## **Policy Statement**

St Barnabas Pre-School is committed to creating an environment in which children are safe from abuse and that any suspicion of abuse is promptly and appropriately responded to. We recognise that the welfare of all children is paramount and that all children and young people have equal rights of protection. We have a duty of care and will do everything we can to provide a safe and caring environment whilst they attend our setting.

St Barnabas Pre-School recognise their duty of safeguarding and promoting the welfare of children as defined in Working Together to Safeguard Children 2019 and Keeping Children Safe in Education 2019:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes
- fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect children

All Staff at St Barnabas Pre-School, are fully vetted and must hold a current enhanced DBS in line with our suitability people policy. All staff have read, understood and agree to adhere to all St Barnabas Pre-School Policies and procedures.

**St Barnabas Pre-School has a clear commitment to safeguarding children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the Designated Safeguarding Lead or Deputy at the earliest opportunity.**

## **Policy Procedure**

All staff follow the principles of the Children Acts 1989 and 2004 - stating that the welfare of children is paramount, this means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. This child centred approach is fundamental to safeguarding and promoting the welfare of every child.

The key principles staff at St Barnabas Pre-School must follow where safeguarding is concerned are:

- to maintain an attitude of 'it could happen here'
- to always act in the best interests of the child
- to act on any concerns about a child's welfare immediately
- to never assume a colleague or another professional will take action
- sharing information that might be critical in keeping children safe
- to maintain an appropriate level of confidentiality, only involving those who need to be involved

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including:

- sexual abuse
- physical abuse
- emotional abuse
- neglect
- exploitation by criminal gangs and organised crime groups
- trafficking
- online abuse
- sexual exploitation
- influences of extremism leading to radicalisation

**Safeguarding and promoting the welfare of children is everyone’s responsibility.**

All staff/trustees/volunteers/students at St Barnabas Pre-School are responsible for safeguarding children and families. This means that they should consider, at all times, what is in the best interests of the child and follow the setting safeguarding processes. Everyone who comes into contact with children are made aware of their responsibility for keeping them safe through an induction.

No single person can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All staff have a responsibility to provide a safe environment in which children can learn. Part of that role is being prepared to identify children who are at risk or could benefit from Early Help.

**Early Help.**

Early help means providing support as soon as a problem emerges. Any staff member who has a concern about a child’s welfare should follow St Barnabas Pre-School safeguarding systems at the earliest point of concern, rather than choosing to delay or keep concerns to themselves. Early help can also prevent further problems arising

Practitioners should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

### **Designated Safeguarding lead.**

St Barnabas Pre-School's Designated Safeguarding Lead is Natasha Gordon and Deputy Designated Safeguarding Lead is Lindsay Vivian. The role of the DSL (and DDSL in her absence) is to provide support to staff to carry out their safeguarding duties and liaise closely with other services such as children's social care.

The Designated Safeguarding Lead (and Deputy Designated Safeguarding Lead) should strive to remain informed of the complete safeguarding picture for all children in the setting and are able to advise other staff on safeguarding concerns. The DSL and DDSL are expected to work with social workers and other agencies following any referral.

The designated safeguarding lead or deputy is always available to discuss safeguarding concerns.

### **Safeguarding and child protection training.**

All staff are required to attend safeguarding and child protection training provided by Bournemouth, Christchurch and Poole (BCP) council at least every three years.

In addition to this the DSL is responsible to ensure staff receive safeguarding and child protection updates (via staff meetings and supervision) to provide them with relevant skills and knowledge to safeguard children effectively.

### **Signs of abuse and neglect**

All staff at St Barnabas Pre-School should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect.

Abuse is maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- always choosing to wear clothes which cover their body
- acting out abuse in play

- sexualised play
- injuries without adequate explanation
- frequent injuries

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults or by another child or children.

All staff at St Barnabas Pre-School should be aware of types of abuse and what the abuse may involve.

**Physical abuse may involve:**

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

**Emotional abuse may involve:**

- the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development
- conveying to a child that they are worthless or unloved, inadequate
- conveying to a child they are valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger
- the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse may involve:**

- forcing or enticing a child or young person to take part in sexual activities
- physical contact, including assault by penetration (for example rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- involving children in looking at, or in the production of, sexual images
- involving children in watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse

Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

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

Sexual abuse does not necessarily involve a high level of violence and is abuse whether or not the child is aware of what is happening.

**Neglect may involve:**

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

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

**Peer on peer abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- sexual harassment

Staff sensitively support each child within the St Barnabas Pre-School to develop social skills and to manage their behaviour at an age and developmentally appropriate level.

Acts of peer on peer abuse are responded to promptly following St Barnabas Pre-School's Behaviour Management Policy.

Acts of peer on peer abuse may indicate the perpetrator themselves is in need of support. Behaviours may have been learnt through exposure or may be re-enactment.

### **Female Genital Mutilation**

All staff receive training of risk factors and signs of Female Genital Mutilation. Staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM) as soon as reasonably practicable and no later than the end of their shift. Any concerns of FGM being carried out, or the intention of FGM being carried out, will be reported to Bournemouth, Christchurch and Poole (BCP) Children's Social Care and the Police.

### **Action to be taken when there is a safeguarding concern about a child.**

In the event of having a concern regarding a child staff must:

- immediately report the concern to the DSL (or in her absence the DDSL)
- make a written report using a cause of concern form and hand this to the DSL (or DDSL in her absence) as soon as reasonably practicable and without exception by the end of the preschool day

The DSL (or DDSL in her absence) will if appropriate:

- discuss the concern with the staff member raising the concern
- discuss the concern with the child's key person
- discuss the concern with the child's parent/carer (if deemed in the best interest of the child)
- contact the BCP Children's First Response Multi Agency Safeguarding Hub (MASH) for guidance
- contact other professionals involved

The DSL (or DDSL in her absence) will then:

- conclude the best course of action following the concern
- feedback to the person raising the concern
- support the staff following the concern
- continue to support the child and family
- work with other agencies in the process of supporting the child and family

### **Action to be taken if a child tells someone he/she is being abused or neglected.**

In the event of a child disclosing they are being abused or neglected:

- listen to the child carefully
- give the time to talk
- never promise a child that they will not tell anyone about a report of abuse

- immediately report the concern to the DSL (or in her absence the DDSL)
- immediately make a written report with as much details as possible, including a verbatim account of what the child said. Using a cause of concern form and hand this to the DSL (or DDSL in her absence)

The DSL (or DDSL in her absence) will if appropriate:

- discuss the concern with the staff member raising the concern
- contact the BCP Multi Agency Safeguarding Hub for guidance
- contact the Police if the child is thought to be in immediate risk
- discuss the concern with the child's key person
- discuss the concern with the child's parent/carer (if deemed in the best interest of the child)
- contact other professionals involved

The DSL (or DDSL in her absence) will then:

- conclude the best course of action following the concern
- feedback to the person raising the concern
- support the staff following the disclosure
- continue to support the child and family
- work with other agencies in the process of supporting the child and family

### **Record keeping**

The DSL is responsible for keeping a written record of any safeguarding incidents including:

- concerns including discussions
- decisions made
- the reasons for those decisions
- written reports
- discussions with other professional
- discussions with parents/carers
- accident/incident reports

These files are kept in a locked cupboard, only the DSL and DDSL can access this cupboard.

### **In the event of an allegation being made against a member of staff.**

Please refer to St Barnabas Pre-School's Allegations Policy.

### **In the event of concerns about safeguarding practices being raised.**

Please refer to St Barnabas Pre-School's Whistleblowing Policy and Complaints Policy