



Safeguarding Policy & Procedure

Introduction

The Early Years Foundation Stage (EYFS) (DfE 2024: 3.1) states, “Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them”.

The Safeguarding and Welfare Requirements:

Providers must take all necessary steps to keep children safe and well (DfE 2024 3.3).

The designated persons with lead responsibility for safeguarding is Ellie.

In her absence, the Director Clare Williams will take on the role of designated person, who will follow the procedures set out by the MARS board (Multi Agency Resilience and Safeguarding Board)

“In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The lead practitioner is responsible for liaison with local statutory children’s services agencies, and with the LSP (Local Safeguarding Partners) All practitioners must be alert to any issues of concern in the child’s life at home or elsewhere” (DfE 2024: 3.4).

*LSP – Local Safeguarding Partner in North Lincolnshire is the Multi Agency Resilience and Safeguarding Board

The Manager Ellie has attended Child Protection Foundation Level 3 training. Deputy Kim has also attended this training, along with Director (Clare Williams)

The Manager responsible for Safeguarding within the pre-school keep up to date with changes to legislation, new information and one of these ways is through www.thinkuknow.co.uk which provides current information about keeping safe online.

It is Bottesford Bunnies aim to ensure children are protected from abuse and take all complaints, allegations, or suspicions seriously in line with North Lincolnshire’s Multi Agency Resilience and Safeguarding Board (MARS) procedures.

All educators receive up to date and appropriate training to enable them to “identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include,

- Significant changes in children’s behaviour
- Deterioration in children’s general well-being

- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting.
- inappropriate behaviour displayed by other educators, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

All educators are also given a copy of 'What to do if you are worried a child is being abused' as part of their induction and this document is discussed with them.

Definitions of abuse

Physical: this may involve hitting, shaking, throwing, burning, suffocating or other physical harm. Deliberately causing a child's ill health also constitutes physical abuse.

Emotional abuse: this is present in virtually all child protection incidents but can also constitute abuse in its own right. It involves persistent or severe emotional ill treatment or torture causing, or anything that causes severe adverse effects on the emotional stability of a child. It may include conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.

Allowing a child to be witness to acts of physical violence towards others along with coercion to lie for the abuser also constitutes to emotional abuse.

Neglect: is the persistent failure to meet a child's basic physical i.e., lack of food or clothing, emotional or psychological needs, so to have a severe impact on their health, development, or emotional stability.

Sexual: this involves forcing or enticing a child to participate in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. Showing children pornographic materials, sexual activities or encouraging children to behave in sexually inappropriate ways also constitutes sexual abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Prevent Agenda

All educators should be aware of the Prevent agenda and how to identify and assess the risk of children being drawn into terrorism, including extremist ideas that are part of the terrorist ideology. Educators should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Educators should use their professional judgement in identifying children who might be at risk of radicalisation and act accordingly. All educators in the setting have completed an on-line prevent duty training course to support their knowledge and awareness of this in supporting children.

The Provision will promote fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs, which are already implicitly embedded in the 2024 Early Years Foundation Stage.

The Safeguarding lead may contact the local police or dial 101 for support and guidance. The DfE has a dedicated helpline to enable people to raise concerns relating to extremism directly (02073407264) or in non-emergencies email counter.extremism@education.gsi.gov.uk

Female Genital Mutilation

All educators should be aware of female genital mutilation and the risk factors for young girls. Educators should respond to any concerns immediately either through following their normal safeguarding referral route or directly to the NSPCC FGM helpline, 0800 028 3550. Information and risk factors regarding FGM should be shared with all educators.

Child Sex Exploitation

All educators will be aware of how children can be exploited and will act on any concerns immediately. This also includes recognising where older children may be at risk. If an educator has concerns, they will follow their normal safeguarding referral route or in an emergency call the police directly. It is recommended that an educator should receive specific awareness raising sessions on CSE and disseminate to all other educators.

Child Criminal Exploitation

In North Lincolnshire, the definition of CCE is that which: Involves exploitative situations, contexts and relationships where a child (or a third person or persons) receives ‘something’ (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child’s immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

As above, all educators will be aware of how children can be exploited and will act on any concerns immediately in line with their normal safeguarding procedures or in an emergency call the police directly.

County Lines

County Lines is a form of criminal exploitation of children and young people which has a devastating effect on each individual’s life, their families and their community. County lines crime relates to the supply of Class A drugs, primarily crack cocaine and heroin, from urban cities to market town, coastal areas and rural locations by young people, using a mobile phone line.

Children as young as 7 years old are groomed and coerced into trafficking drugs by criminal gangs around the country.

One of the best ways to help is first to recognise the child or young person as a victim of trafficking and exploitation. It is important to recognise the warning signs of the multiple stages of exploitation and learn how to report concerns.

Breast Ironing

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girls’ breasts under hard or heated objects to stop them developing, or to make them disappear entirely.

All educators should be aware of breast ironing and the risk factors for young girls. Educators should respond to any concerns immediately either through following their normal safeguarding

referral route or directly to the police or the NSPCC. Information regarding breast ironing should be shared with all educators.

Domestic Abuse

Seeing, hearing or knowing of a parent being abused is traumatic for children and can have long-term damaging emotional and psychological effects. All educators should be aware of the impact of domestic abuse on children and where it is suspected that a child is at risk of harm by witnessing or hearing domestic abuse educators follow their normal safeguarding referral route or in an emergency call the police directly. Educators are also aware of coercive control and the impact this will have on children's well-being. Information regarding domestic abuse and coercive control will be shared with all educators.

Operation Encompass

Children are negatively impacted by experiencing domestic abuse and the impact of this can last throughout a child's lifetime. Where an Operation Encompass notification is received into the setting, educators will be mindful of any adverse effects this may have on a child and ensure appropriate support and care is offered where required.

Homelessness

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

Peer on peer abuse

Children are vulnerable to abuse by their peers and such abuse should be taken as seriously as abuse by adults. Bottesford Bunnies will not dismiss abusive behaviour as normal between young people/children (however a child's age and stage of development will be considered) Bottesford Bunnies will be aware of any incidents of peer-on-peer abuse and respond to these within their normal safeguarding procedures and monitored. Information regarding peer-on-peer abuse will be shared with all educators.

Honour Based Abuse and Forced Marriage

Providers should be aware of incidences of honour-based abuse and/or forced marriage. Honour based abuse can be described as a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Forced marriage is when someone does not consent and faces physical and/or psychological pressure to marry. Educators can respond to concerns by contacting Karma Nirvana <https://karmanirvana.org.uk/> or in case of emergency phoning 999. Information regarding honour-based abuse and forced marriage will be shared with all educators.

Contextual Safeguarding (sometimes referred to as risks outside the home)

Contextual Safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

What is Child Abuse linked to faith and belief?

There is no agreed definition of or consensus about the concept of 'child abuse linked to faith or belief'. Child abuse linked to faith or belief can be separated into four areas as follows-

- Abuse that occurs as a result of a child being accused of witchcraft or of being a witch · Abuse that occurs as a result of a child being accused of being 'possessed by spirits' that is, 'spirit possession'
- Ritualistic abuse
- Satanic abuse

Where does it take place?

Child Abuse linked to faith and/or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others. Not all those who believe in witchcraft or spirit possession harm children. Data on numbers of known cases suggests that only a small minority of people with such beliefs go on to abuse children.

1. Common factors that could put a child at risk of harm include-

- Belief in evil spirits: this is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies widely but includes through food that they have been given or through spirits that have flown around them.
- Rationalising misfortune by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability. Disabilities involved in documented cases included learning disabilities, mental health, epilepsy, autism, a stammer and deafness.

There are sufficient existing laws within the UK with which to prosecute those responsible for child abuse linked to faith and/or belief thereby negating any need for furthermore specific offences.

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness. If you have concerns about a child, you should ask for help. You should discuss your concerns with your manager, a named or designated professional or a designated educator.

Oral Mutilation (Ebinyo)

Infant oral mutilation is a primitive traditional practice involving the 'gouging out' of a young infant's healthy primary teeth/buds. This can lead to transmission of blood-borne diseases such as HIV/ AIDS, septicaemia and death. Infant Oral Mutilation is usually carried out by 'healers' who perceive it to be a remedy for common childhood illness. All educators should be aware of Infant Oral Mutilation and the risk factors for young children. Educators should respond to any concerns immediately either through following their normal safeguarding referral route or directly to the police or the NSPCC. Information regarding Infant Oral Mutilation should be shared with all educators.

Safer Recruitment

Bottesford Bunnies adheres to safe recruitment procedures, therefore ensuring that applicants are suitable to work with children.

- All Educators, students and volunteers at the setting have up to date Disclosure Barring Service (DBS) and verified references, and this check will be in place before starting at the setting.
- Bottesford Bunnies will keep records to demonstrate to Ofsted that the checks have been done, including the reference number, date of issue and details of who carried out the check.
- All Educators are provided with a copy of the Safeguarding Children Policy during their induction and have implications explained to them.
- All Educators receive training in child protection issues, which is on-going to keep knowledge current and up to date.
- All Educators are aware of the main indicators of child abuse.
- All Educators are aware of statutory requirements in respect to discovery or disclosure of child abuse.
- Every effort will be made to avoid or minimise time when educators are left alone with a child.
- The Director (Clare Williams) , the manager Ellie and deputy Kim have completed safer recruitment training through the NSPCC.
- Students or volunteers should not be left alone with children at any time.
- Unless a child has a particular need during toileting, the child's privacy should be respected, and children carry out personal tasks for themselves if they are able to do so.
- Educators are mindful of physical contact with children. Unnecessary physical contact will be avoided.
- Any visitor to Bottesford Bunnies will be required to show identification and asked to sign in/out.
- No unauthorised person will have unsupervised access to the children.
- Bottesford Bunnies are responsible for passing on to the relevant agency, any suspicions, disclosures or allegations of child abuse but will not investigate the incident, following the MARS laid down procedure and the Government's statutory guidance 'Working Together to Safeguard Children' and the 'Prevent Duty Guidance for England and Wales 2023' and 'Keeping Children Safe in Education'.
- Any suspicions, disclosures or inappropriate behaviour from a child should be reported immediately to the Manager Ellie, Designated safeguarding Lead (DSL) or Clare Williams, Director in their absence and recorded as soon as possible in writing.
- Educators should not discuss child protection issues with anyone inside or outside the setting, due to the issues of confidentiality.

Online Safety

Bottesford Bunnies will ensure that appropriate filters and monitoring systems are in place on all digital appliances to protect learners from harmful online material. We will also talk to the children about being safe online appropriate to their age and development,

E-Safety

The Director (Clare's)/Manager laptops are used in the office for administration work and educators have tablets for online learning journeys for the children. Data Protection information such as copies of emergency contact details and complaints may be stored on these computers, however they are password protected and only the Director (Clare) is aware of the passwords.

Social Networking

Social media, professional networking sites, rapid-fire communications, blog sites and personal websites are all useful technologies.

Every educator has an opportunity to express and communicate on-line in many ways and Bottesford Bunnies does not wish to discourage an on-line presence. Above all else, everyone needs to use good judgement on what material makes its way on-line. **However, it is our policy that anyone employed by the pre-school will not discuss or talk about work or the pre-school on their personal blogs or use inappropriate language or that educators will have current parents on their accounts.**

Relevant technologies – Personal blogs, Facebook, X, My Space, Instagram, Snapchat and Personal Web sites.

Bottesford Bunnies has a website www.bottesfordbunnies.co.uk and an open Facebook page. Any material presented online in reference to the Pre School by any educator is the responsibility of the poster. At no times should any posts be made in reference to children, parents or other professionals that educators may come into contact with, through work. At no time must any photographs or materials be published that identify the setting or children without gaining parental consent and pictures of educators may only be used with the express permission of the educator concerned. Any educator found to be posting remarks or comments that breach confidentiality and or deemed to be of detrimental nature to the company or other educators or posting/publishing photographs of the setting, children or educators unless educator permission has been gained, may face disciplinary action in line with the disciplinary procedures.

Pre-School educators are encouraged to use the following guidelines in social networking practises: Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public, refrain from sending it over a social network site.

Maintain professionalism, honesty and respect.

Apply a “good judgement” test for every activity related to the Pre-School. Could you be guilty of “leaking information”, discussing confidential information? Is it negative commentary regarding the Pre-School or its educators?

Activity showing good judgement would include statements of fact about the pre-School and its services, facts about already public information.

If any educator becomes aware of social networking activity that would be deemed distasteful or fail the good judgement test, please contact either Clare Williams (Director) or Ellie (Manager)

Sensitive Matters

Any on-line communication regarding proprietary information such as strategic decisions, or reduction or changes of working hours deemed inappropriate for uncoordinated public exchange is forbidden.

Tablets for I Connect

Bunnies has 8 tablets, one for each educator for the use of I Connect (online observations) These are in the main room for the educator to access, however they all have individual password, which Clare (Director) has a log of. Each educator has a different level of access on the system according to their position at Bottesford Bunnies. Each tablet has the ability to take photos and videos and the manager will check these before they are uploaded to the child's online learning journey to ensure that they are appropriate.

The photos on each tablet are deleted at the end of every term.

In line with the GDPR and Data Protection Act (2018) images will only be used for agreed purposes and no images will be stored for any longer than necessary.

Photographs where children can be identified will not be published outside of the Pre-School without parental consent. Disciplinary procedures will be taken against any educator who fails to comply with the above.

We are registered with the Information Commissioners Office (ICO), this is a requirement, as we handle sensitive information.

Photographs, where children cannot be identified may be used for promotional or educators' continual professional development work prior parental/carer permission will be sought. No educators or parents' personal cameras/video cameras or mobile cameras are permitted on site other than during leavers concerts, Christmas concerts and other special events, when invited.

On each of these occasions, parents/carer's will be reminded that photographs of their child must only be taken for their use for safeguarding purposes. Verbal permission will be sought again at these times.

We recommend that Parents/Carers do not put photographs of their child/children wearing their pre-school uniform in which the logo could be identified, onto social networking sites, for safeguarding purposes.

All other electronic devices used to take images or store photos (e.g. tablet or computer) will be password protected.

Mobile Phones

Although mobile phones are now widely used in everyday life, for safety and security reasons, the use of a mobile in early years setting could be used for inappropriate reasons. Due to cameras being built into the mobiles and as safety for our children is of paramount importance, use of personal mobiles is **strictly forbidden** in the **main room** where the children are present.

Mobile phones will not be used for taking photographs of the children- photographs will be taken using the educators' tablets.

Educators/Students/Volunteers/Visitors must keep their personal mobiles in the Office at all times and are used for emergency only.

Some situations may arise in personal life that are exceptional circumstances or emergencies, for example a sick child or relative. In these situations, calls may be received and made through

personal mobiles. However, educators should ensure that family members have been given the Pre-Schools phone number. Calls must be taken and made in the office away from the children. These would only be allowed in urgent situations or emergencies and must not be used for “social conversations, calls or texts” during work times.

Smart watches

Smart watches are allowed to be worn by an educator/ student or volunteer during work times. However, the notifications on these must be turned off/disabled. Failure to comply with this instruction may lead to disciplinary action or termination of a student/volunteer placement. Smart watches with cameras are **NOT** allowed.

Nappy Changing

Educators should always change children in the nappy changing area which, whilst allowing for privacy is not closed off. This is part of making sure there is a culture of openness, which safeguards children and ensures all adults follow safe working practices. Any difficulties with a child’s behaviour while being changed, may necessitate a second Educator to be called to assist

Terminology

Where required and to support intimate care routines, within the provision, we will refer to children’s genitalia as follows – for a boy’s penis we will use the term ‘penis’ and for a girls’ vagina, we will again use the term ‘vagina’ This is to ensure consistent terminology across the provision.

In the event of a child making a disclosure, we will record in writing the exact terminology that the child uses. This includes the terminology that they personally use for their genitals.

Referrals

“Registered providers must inform Ofsted, or any agency with which a provider of CoDP (Childcare on domestic premises) is registered, of any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises. This must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit. Registered providers must also notify Ofsted/their agency of the action they have taken in response to the allegations. Ofsted/the agency must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made. A registered provider, who, without a reasonable excuse, fails to do this commits an offence” (EYFS, DfE 2024: 3.8)

The pre-school must notify Single Point of Contact (SPOC) of any concern in relation to a child, as identified by the Multi Agency Resilience and Safeguarding Board (MARS) of allegations of abuse. As a pre-school we can seek advice from Children’s Service Single Point of Contact (SPOC) prior to making a referral.

Child Protection/Safeguarding policy must be reviewed after any child protection incident.

Dealing with Concerns

Dealing with concerns regarding children in our care

All educators are responsible for the safety and well-being of the children, including protecting them from harm. If an educator is worried that a child may be being harmed, or if a child discloses abuse, or if a third-party expresses concerns to an educator, they must adhere to the following procedures;

- In private, report any concerns to Ellie as Designated Safeguarding Lead or Clare Williams (Director) in their absence, unless the concern is about the Manager, in which case the Director (Clare) must be notified. Be mindful of educator ratios.
- One of the Safeguarding Officers will then decide how best to deal with the concern. Sometimes the concern may be of a serious nature i.e., see definitions of abuse. A decision will need to be made in relation to whether it is appropriate to make a referral to a children's services duty officer. During this discussion full written details including dates and times, parties involved, any supporting information from educators or explanations from parents/ carer's, will be recorded.
- If no referral is being made, then a written record is then to be completed and stored on the child's file. This written record should then be shared with parents/ carers on collection.
- If a referral is to be made, then the Safeguarding Officer must telephone Single Point of Contact Officer duty officer on 01724 296500 or out of hours 01724 296555. The safeguarding officer will be responsible for providing as much information as possible to Children's Services to aid their investigation. The referral must then be followed up in writing within 48 hours of making the referral. - SEE SAFEGUARDING CHILDREN REFERRAL FORM
- Direction as far as what to do next will be taken from Children's Services.
- All records will be kept secure and confidential and must be signed and dated.
- In the event safeguarding records need to be transferred, for example to another early years setting, school or to Children's Services, these will be sent recorded/ special delivery to ensure safety and confidentiality or delivered in person.
- Support and counselling should be offered to the educator, and anyone concerned in reporting the incident.

Please note – Wherever possible parents need to be made aware that a referral is being made to Children's Services, however, in some instances this may not be appropriate. Concerns should not be discussed with parents or carer's where there is concern that this may place the child at risk of further harm.

IN THE EVENT OF DISCLOSURE

Listen to the child carefully.

Make no observable judgement.

Do not question the child.

Remain calm.

Let the child talk.

Ensure the child is comfortable, reassured and not left alone.

Do not make promises that cannot be kept, such as promising not to tell anyone.

Reassure the child that it is not their fault.

All concerns need to be kept as a clear written record, observations of the facts, NOT opinions. If a child confides in you, record what they said try to use the exact words. DO NOT begin to question the child. This is important, for any investigations that may follow. DO NOT put pressure on the child to respond but allow the child to talk and always take what the child says seriously.

SAFEGUARDING CHILDREN PROCEDURE

Dealing with Concerns and Allegations Against Educators or any other People Who Work with Children

This section of the Safeguarding Policy links to section 3 of the EYFS Statutory Framework (DfE 2024)

All Educators, Students and Volunteers are provided with a copy of the Safeguarding Policy and Procedures during their induction, and the Manager will ensure they understand the procedures to be followed by discussing these with them and asking them to sign and date to say they have read and understood them. In addition, educators receive on-going training on safeguarding issues. Understanding of issues relating to safeguarding will also be discussed during educator supervision meetings.

In addition, safeguarding information (parent friendly) is made available to parents/ carer's as they may wish to make an allegation against an educator. **Parents/ Carer's** should also understand the procedure to follow if they have any concerns regarding an educator at the pre-school.

The concerns may be about the behaviour/ language of a -

- Educator, student or volunteer from the pre-school
- Educator student or volunteer from another service/ setting received or attended by the child.

The behaviour/ language could take several forms, e.g.

- Seeing an adult hit a child.
- Observing an adult using inappropriate restraint or language
- Witnessing the neglect of basic care needs of a child
- Inappropriate sexual comments to children OR adults in the setting
- Excessive one-to-one attention beyond the requirements of their usual role and responsibilities
- Inappropriate sharing of images
- Any other inappropriate behaviour or language

If you have any concerns the procedure is as follows:

First, do all you can to challenge the perpetrator's behaviour/language immediately without putting any child or yourself at undue risk.

- Inform the perpetrator of your concerns.
- Ask him/her to move to an area where there is no contact with children.
- Ask him/her that you will immediately inform the Designated Safeguarding Lead/Manager within the setting of what you have witnessed.

If the perpetrator continues, take any appropriate action you can to separate any children and the perpetrator, and call for assistance.

It is essential that you stay with the children until you can transfer them to the care of another responsible adult (ideally their key person)

The procedure for all MARS agencies to follow are available on the North Lincolnshire website at

<http://www.northlincsmars.co.uk>

The procedures provide guidance on how to deal with managing allegations against educators, carers, students and volunteers.

The guidance prescribes these instances being dealt with in a thorough yet swift way, whilst protecting children and supporting the accused person – recognising that there is the potential for false allegations to be made.

Within our setting, even minor allegations regarding an educator, parent, student or volunteer will be brought to someone's attention for a decision to be made about how matters will be addressed. If in doubt always speak to the setting Manager and ask advice. If the allegation relates to the Manager, you must speak to the Director (Clare) and/or ring the Child Protection Team/LADO for advice.

If an allegation is made against an educator, student, volunteer or another adult, the following procedure will be followed: -

The allegation should be reported to the Designated Safeguarding Lead (Ellie) or Clare Williams as Director, who will deal with the allegation in line with the MARS policies and procedures and/or disciplinary and grievance procedure (continue to ensure that ratios are met at all times)

The person who has made the allegation must take notes of what they have heard or seen and what has been said – if it is not possible to take notes at the time, this will be done immediately afterwards. The notes will be taken at the time, without amendment, omission or addition, whatever subsequent reports may be written. The notes should be signed and dated. The notes should cover what has been seen, who said what, what action had been taken and the details of the date, time and location and name of the child and perpetrator.

If the information relates to a concern, allegation or suspicion that an educator, student, volunteer or carer 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 s/he is unsuitable to work with children in connection with his/her employment or voluntary activity, or where concerns arise about a person's behaviour with regard to his/her own children, or concerns arise about the behaviour in the private or community life of a partner, member of the family or other household member,

You should:

Report the allegation immediately to the Designated safeguarding Lead or the Director in her absence or where one of the Manager's/ DSL is the subject of the allegation.

Report the allegation to the LADO on 01724 298293 or 298340.

The LADO will then advise on what action will be taken and they will liaise with other appropriate agencies.

If the allegation or suspicion involves a child or young person suffering, or are risk of, significant harm, the Designated Safeguarding Lead must also make a telephone referral to the Children's Services.

Following the telephone referral, the Designated Safeguarding Lead must follow up the concerns in writing to Children's Services within 24 hours.

The educator in question, may be suspended until a full and thorough.

investigation is carried out.

Ofsted will be notified as soon as is reasonably practicable but at the latest within 14 days, if any allegation is made against an educator.

Please also see 'Procedures for Managing Allegations against people who work with Children'
<https://www.northlincsmars.co.uk/>

The EYFS (DfE 2024 3.8) States,

“Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (Whether the allegations relate to harm or abuse committed in the premises or elsewhere) Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

If the educator proves to be innocent, they will thoroughly be supported during their return to work. If the educator is convicted of any child abuse, their contract will be terminated with immediate effect.

This is a very serious issue which requires swift action and the child's best interests must always be placed first.

Educators are aware of and should report any inappropriate behaviour displayed by other educators, or any other persons working with children to the Manager or Director (Clare).

For further information and guidance, contact the Multi Agency, Resilience and Safeguarding Board on 01724 297240 or any Early Years Team Officers on 01724 296650 who can liaise with the LADO. For referrals, you can contact the Single Point of Contact (SPOC) on 01724 296500 or 01724 296555 (out of hours).

The Director (Clare) and Manager works together ensuring our setting carries out safeguarding duties and responsibilities appropriately.

Any allegations of serious harm or abuse must be reported to Ofsted as soon as possible within 14 days of the allegations being made.

LOOKED AFTER CHILDREN

Definition of 'Looked after Children' (LAC): Children and young people become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care agreement). Most LAC will be living in foster care or homes.

The designated person for looked after children is the Designated Child Protection Lead (Ellie) who has received child protection training.

Every child is allocated a key person, shortly after starting at the setting and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.

The designated person and the key person liaise with agencies, professionals and educators involved with the child and ensures appropriate information is gained and shared.

At the start of the placement there is a professionals meeting that will determine the objectives of the placement and draw up a Personal Education Plan (PEP). An Early Years PEP is required for all children in care aged between 3 and 5 years.

The PEP includes targets for the child that needs to be worked on by the foster carer's and the setting. Once completed, the target and next step should be shared with the child. The key person will receive a copy of the PEP, to ensure that the targets are met.

Educators are all aware of the PEP transition arrangements, i.e. the PEP is sent to the next setting, not the foster carer.

Any concerns about the child will be noted and discussed with the foster carer.

If the concerns are about the foster carer's treatment of the child or if abuse is suspected, these are recorded and reported to the child's social care worker, according to the setting's safeguarding children procedure.

All registration documentation must be signed by the Senior Social Worker for a 'Looked after Child' along with signing permission slips for trips/ outings. Extra care will be given where photographs are taken especially during special events, as these must not be published.

WHISTLEBLOWING

If any educator suspects that a colleague is doing something or acting in a way that is unlawful, dangerous or abusive, to a child at the Pre-School, to Pre-School users or to their own colleagues, they have a duty to report this to the Manager or Director (Clare) immediately. They must not feel they cannot report events due to working with the person or the problems that may occur if they do report such events.

All educators will be thoroughly supported if they report one of their colleagues.

A full investigation will follow, and relevant agencies will also be informed if Child Abuse (MARS and Ofsted) and this could also involve Police investigation.

Each educator is responsible for passing on concern they may have to do with another educator. If not, they may find they become involved in serious investigations themselves through, for example, Police enquiries.

ADDITIONAL SAFEGUARDING INFORMATION FOR PARENTS/CARERS

To obtain further information about safeguarding children and to keep up to date with new guidance, please visit the website www.thinkuknow.co.uk There is a section on this website specifically for parents, which provides lots of helpful tips.

The following documents are made available to educators

What to do if you are worried a child is being abused – Department for Education 2015

Inspecting safeguarding in early years, education and skills settings – Ofsted 2021

Working Together to Safeguard Children – Department for Education 2018

`information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers 2018

The Statutory Framework for the Early Years Foundation Stage – Department for Education 2021

The Prevent Duty – Departmental advice for schools and childcare providers Department for Education 2015

One Family Approach - Helping Children and Families in North Lincolnshire Document – North Lincolnshire children's Multi Agency Resilience and Safeguarding board (MARS)

Procedures for managing Allegations against people who work with Children".

<https://www.northlincsmars.co.uk/>

References to other relevant policies and procedures

- Acceptable Internet Use Policy
- Behaviour Management Policy
- British Values Policy

- Communication & Working in Partnership Policy
- Complaints Policy
 - Confidentiality Policy
 - Equality of Opportunities Policy
 - General Data Protection Regulation Policy
 - Health, Safety, Welfare & Hygiene Policy
 - Image Use Policy
 - Lone Worker Policy
 - Lost Children Policy
 - Medication, Sickness, Illness & Accident Policy
 - Non-collection of Children Policy
 - Payment and Collection of Fees Policy
 - Settling in /Transition Policy
 - Special Education Needs & Disabilities Policy
 - Staffing and Employment Policy
 - Unexpected Closure of Pre-School Policy
 - Visits & Outings Policy
 - Employee Handbook

This policy is in line with the EYFS (DfE 2024) and the Governments Statutory Guidance ‘Working Together to Safeguard Children’ and the ‘Prevent Duty Guidance for England and Wales 2015’

Reviewed:	February 2010
Next Review Date:	February 2011
Reviewed:	December 2011
Next Review	December 2012
Reviewed	January 2012
Amended	February 2012
Next Review	February 2013
Amended	October 2012
Next Review	October 2013
Amended	February 2013 Updated April 2013 Updated June 2013
Amended:	October 2014 by Owner, Manager, and Practitioners.
Reviewed	June 2015
Next Review Date:	October 2016
Updated at the staff meeting	September 17 th , 2015, by Owner, Manager & Practitioners
Updated	June 2016 by Owner, Manager & Practitioners
Updated	October 13 th , 2016, by Owner, Manager & Practitioners
Next Review	October 2017
Reviewed and updated at staff meeting	June 14 th , 2017
Next Review date	June 2018
Reviewed and updated at staff meeting	October 13 th , 2017
Next Review date	October 2018
Updated at staff meeting	December 7 th , 2017
Next review date	December 2018
Updated at staff meeting	February 22 nd , 2018
Next review date	February 2019
Updated by Owner	June 2018
Next review	June 2019
Reviewed and updated at staff meeting	December 4 th , 2018, by Owner, Manager and Practitioners.
Next review date	December 2019

Updated at staff meeting February 28th, 2019, by Owner, Manager and Practitioners
Next review February 2020
Updated September 24th, 2019, by Director CW, re named safeguarding officers.
Updated September 29th after discussion at staff meeting September 1st by CW
Next review date September 2021
Updated February 8th by Director CW (to be discussed at staff meeting March 2nd, 2021)
Shared at staff meeting March 1st, 2021
Next review dated March 2022
Updated at staff meeting March 30th, 2021
Next review March 2022
Updated at staff meeting October 2021
Next review October 2022
Updated as per discussion at staff meeting November 11th, 2021, by Director, Manager, Deputy and Practitioners.
Next review date November 2022
Updated by Manager January 2022, discussed at staff meeting January 11th, 2022.
Next review November 2022
Updated by Director April 2022 discussed at staff meeting May 2022
Next review May 2023
Reviewed and updated by Director, Manager, Deputies and Educators at team meeting March 29th, 2023.
Next review March 2024
Amended by Director May 17th, 2023, re Smartwatches.
Updated by Director, Manager, Deputies and Educators at team meeting September 19th, 2023.
Next review September 2024
Updated by Director, Manager, Deputies and Educators at team meeting October 2nd, 2024
Next review October 2025