

## Safeguarding and Child Protection

The Early Years Foundation Stage 2014 sets the foundation of safeguarding measures for us to follow. They are based on four overarching principles, including:

- Children learn and develop best in an enabling environment
- Children are unique, learn constantly and can become resilient, capable, confident and self-assured.
- Children learn and develop best in different ways and at different rates.
- Children learn strength and independence from positive relationships

Safeguarding is the responsibility of all adults and especially those working or volunteering with children. Dinton Pre-School aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children.

Child Protection is not just about protecting children, from deliberate harm, neglect and failure to act. It is about children's health, safety and well-being, including their mental health, meeting the needs of children who have special educational needs and/or disabilities, the use of reasonable force, meeting the needs of children with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues, appropriate arrangements to ensure children's security and taking into account the local context.

Child Protection and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

*(Definition taken from the HM Government document 'Working together to safeguard children 2015').*

### What is child protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering or at risk of suffering significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyberbullying, radicalisation, appropriate medical provision and drugs/substance misuse.

### What is significant harm?

The Children's Act 1989 introduced the act of significant harm as the threshold that justifies compulsory intervention by statutory agencies in the best interests of children. There are no absolute criteria when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a combination of significant events.

## Responsibilities

The responsibility for safeguarding falls on everybody who is employed at Dinton Pre-School. All staff, volunteers and students are expected to support the schools Safeguarding policy, with overall responsibility falling on our Designated Safeguarding Lead, followed by the Deputy Designated Safeguarding Lead.

Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. We follow the Wiltshire Safeguarding Vulnerable People Partnership's guidance on abuse and neglect [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk).

## **Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)**

The responsibilities of the DSL and the DDSL are:

- Managing all child protection
- The DSL or DDSL are always available during opening hours.
- Keep secure all child protection plans, write records and reports.
- Take responsibility of the safeguarding policy and procedures, including evaluating, updating and cascading changes to staff.
- Ensure all staff, volunteers and students are aware of the safeguarding policy and procedures and are adequately trained in these areas.
- Provide advice and support to all staff members surrounding safeguarding.
- Understand and participate in early help assessments and the process for early help.
- Liaise with the local authority and Wiltshire Safeguarding Vulnerable People Partnership.
- Work in partnership with other agencies.
- Ensure a culture of listening to children and taking account of their wishes and feelings.

## **What constitutes child abuse and neglect?**

All adults that work or volunteer with children should be able to identify concerns about child abuse and neglect. Keeping Children Safe in Education (2015) describes four types of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger.

Dinton Pre-School also recognises other safeguarding issues which may occur including child sexual exploitation, female genital mutilation, bullying, cyber bullying, prejudice-based bullying, peer on peer abuse, domestic violence, drugs, fabricated or induced illness, faith abuse, forced marriage, gangs and youth violence, gender based violence/ violence against women and girls, mental health, homophobic/biphobic/transphobic bullying, radicalisation and trafficking. The impact of new technologies on sexual behaviour, for example 'sexting', and accessing pornography, substance misuse and poor parenting, particularly in relation to babies and young children. Dinton Pre-School will endeavour to identify and act upon any forms of abuse according to our procedures.

## **Indicators of child abuse**

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

## **Definition and indicators of abuse and neglect**

What to do if you are worried a child is being abused (2015) defines the different types of abuse and describes signs that may be indicators of abuse or neglect.

### **Physical abuse**

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

Indicators of physical abuse:

- Children with frequent injuries of any form
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained
  - Bruises/cuts
  - Burns/scalds
  - Bite marks

### **Emotional abuse**

The persistent emotional maltreatment of a child thus causing severe/adverse effects on the child's emotional development. This may involve conveying to the child that they are worthless/unloved, inadequate, or valued only so far as they meet the needs of another person. It may include not giving the child opportunities 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 a child's developmental capability as well as overprotection and limitation of exploring and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another and it may involve serious bullying (including cyber-bullying), causing children to feel frightened or in danger, or 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.

Indicators of emotional abuse:

- Children who are excessively withdrawn, fearful or anxious about doing something wrong

- Parents/carers who withdraw their attention from their child
- Parents/carers blaming their problems on a child
- Parents/carers who humiliate their child eg name calling

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration, and non-penetrative such as kissing, rubbing or touching. It may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to act in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse is not solely performed by adult males, women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness, sexually transmitted infections/urinary tract infections and pregnancy

### **Child sexual exploitation (CSE)**

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

Indicators of CSE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time
- Children who regularly miss school or education or don't take part in education

### **Female genital mutilation (FGM) and forced marriage**

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. We are vigilant towards young mums, older sisters and other female family members as well as the children in our care.

There is a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school

- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.
  - Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems
- Difficulty walking, sitting or standing, and look uncomfortable
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about

## **Neglect**

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured

## **Preventing radicalisation**

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police. Keeping Children Safe in Education 2015 places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamism extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging
- May be driven by the desire for 'adventure' and excitement
- May be driven by a desire to enhance the self-esteem of the individual

- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Social isolation
- Being quick to condemn those who disagree and ignoring views that contradict their own
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships

Staff can always contact the local police force or dial 101 (the non-emergency number) if they feel the situation warrants police involvement. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

## Recording injuries and concerns

Dinton Pre-School is committed to safeguarding children and keeping an “it could happen here” approach. In view of this all staff will record any injuries or concerns using the appropriate record sheet and file it correctly so we can monitor any emerging patterns which may indicate abuse or neglect. On admission to Dinton Pre-School all parents are made aware in the “Introduction to Policies” letter that they are responsible for reporting any injuries to staff and that we will make note of these, along with injuries at school and safeguarding concerns. Any concerns will be discussed with parents to gain their view of events unless we feel that this will put the child in greater danger.

Although bruising is the most common presenting feature of physical abuse, especially to non-mobile children, we understand that the pattern and location of bruising may be a better indicator to use. Bruises should never be interpreted in isolation but must always be recorded to form a wider picture.

- Any bruising, fractures, bleeding or other injuries such as burns should be a cause for concern
  - Accidental bruising is generally found on bony prominences and on the front of the body.
  - Accidental bruising is rarely found on the back, buttocks, abdomen, upper limbs and soft tissue areas such as cheeks, ears and palms and soles of the feet
- Patterns of bruising suggestive of physical abuse include;
  - Bruising or injuries in babies or non-mobile children
  - Bruises in soft tissue areas away from bony prominences
  - Bruises to the face, back, abdomen, arms, buttocks, ears or hands
  - Multiple or clustered bruising
  - Imprinting of petechiae (small red or purple spots caused by broken blood vessels)
  - Symmetrical bruising (ie finger marks on both arms)

## Attendance monitoring (See Attendance Policy)

### Responding to disclosure

All staff are aware of their responsibilities surrounding safeguarding and talking to children and families and are aware that the DSL and Deputy DSL are always available for discussion and support.

If a child wishes to confide information to staff the following guidelines will be in mind:

- **Creating a safe environment**
  - Take the child to a quiet and safe space if possible, at least away from other children
  - Stay calm
  - Reassure the child and reiterate that the child is not to blame
  - Be empathetic and tell the child that you understand how difficult it must be to confide the information
  - Listen to the child and tell them that you believe them and are taking them seriously
  - Tell the child what you are going to do next and who you are going to share the information with
- **Be honest**
  - Do not make promises you cannot keep
  - Explain that you will have to tell other people in order to help them and stop the abuse or situation from happening again
  - Explain as much of the process as appropriate for the age of the child
- **Record what the child has said**
  - Use the appropriate form (found in the safeguarding file) to record details as soon as possible, this should include:
    - Child's name, address and DOB
    - Date and time of any incident mentioned
    - What the child said and what you said
    - Your observations; e.g. child's behaviour and emotional state
- **Be clear about what the child and you say**
  - Do not interview the child and keep questions to a minimum
  - Use open questions when asking questions e.g. Then what happened?
  - Encourage the child to use his/her own words and try not to lead them into giving particular answers. Try to avoid closed questions e.g. Did your mum/dad do this?
- **Maintain Confidentially**
  - Only tell those people who it is necessary to tell, the DSL and Deputy DSL are always available for guidance
- **Do not take sole responsibility**
  - Discuss with your DSL immediately so that action can be taken to protect the child if necessary
  - The DSL will consider the information and decide on the appropriate next steps

We take into account our duty to protect young people who may attend our setting, such as students, young people on work experience and young parents. Where abuse is suspected we follow the same procedure as for any other child. The views of the young person will always be taken into account, but the setting may override the refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or to prevent harm to an adult or child. The sharing of confidential information is done only in situations where not sharing

could cause further harm or when not sharing could be worse than the outcome of having shared it.

### **Reporting concerns**

Where any adult in the school has concerns about a child they should discuss these in the first instance with the DSL, or the Deputy. In exceptional circumstances, staff members can speak directly to Children's Social Care. If any member of staff or any involved person believes that the child is at *immediate risk* of significant harm and/or injury then 999 must be called.

### **Multi- Agency Safeguarding Hub (MASH) 0300 456 0108 / 0845 6070 888 (out of hours)**

Dinton Pre-School promotes positive relationships with families and aim to work in partnership with parents/carers in all aspects of the child's learning and development. We are committed to working openly and honestly with parents and our open door policy when talking to families supports this. However we respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to protect the child. Staff will share any concerns with parents unless we believe that to do so would put the child at an increased risk of harm. In some circumstances the DSL will seek advice regarding this matter from the MASH team.

The Wiltshire Safeguarding Vulnerable People Partnership flowchart "What to do if you are worried a child is being abused or neglected" is displayed around the setting and can be found alongside this policy.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted, and/or a Common Assessment Framework (CAF) needs to be initiated. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. Dinton Pre-School expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

### **Recording concerns**

Dinton Pre-School will:

- Keep clear written records of all child welfare and child protection concerns using the recording form, inclusive of a body map where injuries can be recorded, and indicate actions taken and outcomes noted.
- Ensure all child welfare and child protection records are kept securely in a locked cabinet. The records must be signed, dated and kept securely away from other records. The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Securely and confidentially pass on safeguarding records when a child moves to another setting, retaining a copy of the records at Dinton Pre-School.

Information regarding safeguarding concerns will be shared with members of staff on a "need to know" basis. The DSL will make a judgement on each individual concern as to whether the information should be shared and with whom.

## **Staff and volunteers (See Employment and Staffing, Staff Behaviour, E-Safety, Accident and Incidents, Nappy Changing and Intimate Care and Confidentiality Policies and Code of Conduct for Safer Working Practice)**

### **Safer recruitment**

- Applicants are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- All staff and volunteers undergo an enhanced DBS check prior to starting employment.
  - Applicants who are rejected because of information that has been disclosed have a right to know and challenge any incorrect information.
- All checks undertaken are accurately recorded on a single central record.
- All staff complete the annual 'Declaration by Association' form and are regularly reminded of the duty to inform management of any changes.

### **Training and induction**

- The DSL and Deputy DSL attend Safeguarding and training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and Wiltshire Safeguarding Vulnerable People policy and guidance.
- All staff will receive initial safeguarding training and will update their training at least every three years.
  - Annual updates and notifications of any changes to the policy or procedures will be cascaded during staff meetings.
- A range of safeguarding training will be offered so staff appreciate the wide nature of safeguarding issues.
- All new staff and volunteers will receive a safeguarding induction to insure understanding of the safeguarding policy and procedures and local authority guidelines.
- Safeguarding will be a standing item on all staff meeting agendas and any staff member who attends safeguarding training or conferences will be encouraged to cascade their learning.

### **Safer working practice**

- We ensure that all staff and volunteers understand their responsibility for being alert to the signs of abuse and their responsibility for recording and promptly referring to the DSL or Deputy DSL.
- Safe working practice ensures that children are safe and that all staff and volunteers:
  - Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
  - Work in an open and transparent way.
  - Where possible staff should work with other colleagues or make others aware in situations which could be open to question; e.g. nappy changing.
  - Discuss any safeguarding concerns with either the DSL or the Deputy DSL, follow any advised steps.
  - Record any safeguarding incidents and decisions that are made surrounding safeguarding concerns.
  - Apply the same professional standards regardless of gender, ethnic background, disability or sexuality as set out in our valuing diversity and promoting equality policy.

## Staff behaviour

- Our Code of Conduct for Safer Working Practice and Staff Behaviour Policies set out how all staff have agreed to support children in their emotional and social development and allow children to feel safe in the pre-school environment.
- Staff create a safe environment for children to express their different opinions and culture but underpin their learning with British Values and enable the children to challenge extremist views.

## Managing allegations against staff and volunteers

The Wiltshire Safeguarding Vulnerable People Partnership flowchart “Allegations against adults” is displayed around the setting and can be found alongside this policy.

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to Dinton Pre-School premises or elsewhere, we will follow the procedures below and the Wiltshire Safeguarding Vulnerable People Partnership flowchart.

- Management will remain impartial to any situation that may arise outside of work between staff and families and will be supportive to both sides.
- The children’s wellbeing will be paramount at all times.
- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting.
- All staff are familiar with the Whistleblowing Policy.
- Both the DSL and the Deputy DSL operate an open door policy where staff can always discuss concerns or issues at work in a safe, supportive and confidential environment.
- All incidents or concerns disclosed to the DSL or Deputy DSL will be confidentially recorded and kept on file.
- We follow the guidance of the Wiltshire Safeguarding Vulnerable People Partnership when responding to any complaint that an adult has abused a child.
- We respond to any disclosure by children or adults by first recording the details of any such alleged incident.
- The allegation, and full details should then be passed onto the DSL, unless the allegation is against the DSL in which case the Deputy DSL will manage the allegation.
- We refer any such complaint immediately to the **Wiltshire Designated Officer** to investigate. (See flowchart)
  - We also report any such alleged incident to Ofsted 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 and children’s social care agree it is appropriate, the manager 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.
  - Dinton Pre-School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

- Malicious allegations against staff will be investigated and dealt with by both the DSL and Deputy DSL.
- 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 Independent Safeguarding Authority (ISA) 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.

### **Allegation of abuse made against other children**

Dinton Pre-School believes that all children have a right to attend Pre-School and learn in a safe and secure environment. Occasionally allegations may be made against students by others in the school which are of a safeguarding nature. Concerns raised in this way may include any type of abuse taken made if necessary.

### **Early help**

The Revised Multi-Agency Thresholds for Safeguarding Children (2014) aims to inform schools about suitable action to be taken when a child has been identified as making inadequate progress or having an unmet need. At Dinton Pre-School we endeavour to ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met to prevent situations to escalating into larger problems.

Therefore, Dinton Pre-School will consider the following;

- Undertake an assessment of the need for early help
- Provide early help services eg Special Educational Needs Co-ordinator, links to Children's centre
- Refer to appropriate services
  - **Early Help Single Point of Entry:**
  - **01225 718 230**

### **Private Fostering**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- A child is under 16 years of age – 18 if they have a disability
- The arrangement is for 28 days or longer
- The child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help. If a member of staff becomes aware of a private fostering arrangement we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

### **Monitoring of children subjected to a CP plan**

Children who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The DSL or deputy will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

Support mechanisms are in place for children who are the subject of abuse or live in situations of domestic violence and Dinton Pre-School recognises that these children may exhibit challenging behaviour.

### **Children with Special Education Needs of Disabilities (SEND) (See Supporting Children with Special Educational Needs or Disabilities Policy)**

Dinton Pre-School recognises that children with additional needs face an increased risk of abuse and neglect; therefore staff are expected to take extra care to interpret correctly apparent signs of abuse or neglect. The DSL and Special Educational Needs Co-ordinator (Fay Dent) will work in partnership to ensure that children with SEND are able to communicate their needs and concerns to staff.

**The SEND service can be contacted on 01225 757 985**

### **Follow up support of vulnerable children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and they may feel helpless, humiliation and a sense of blame for their situation. The Pre-School may be the stable, secure and predictable element in their lives and when at school their behaviour may be challenging and defiant, or they may be withdrawn. Dinton Pre-School endeavours to support these children through:

- Pastoral support and creating a positive, supportive and secure environment
- Content of the curriculum
- Ensuring the child knows that some behaviours are unacceptable but that they are valued and not blamed for the abuse which has occurred
- Liaison with other agencies to support the child such as children's social care

### **Welcoming other professionals (See Working in Partnership with Other Agencies and Visitor Policies)**

Visitors with a professional role, such as social workers, members of the police or educational professionals will have had appropriate vetting checks undertaken by their own organisation.

### **Off-site visits (See Outings and visits Policy)**

### **Photography and images (See E-Safety Policy)**

In order to protect the children in our setting Dinton Pre-School will:

- Gain further consent if Dinton Pre-School would like to publish any of the photographs taken either in publications or online
- Photographs will only be taken to celebrate achievements
- Encourage children to tell staff if they are worried about having their photograph being taken or do not want their photograph taken

At whole school events we shall ask all parents' permission for photographs to be taken by families. We endeavour to work closely with parents so that they may communicate any specific needs or concerns they have surrounding images of their children.

## **E-Safety (See E-Safety Policy)**

## **Missing children (See Missing Child Policy)**

Dinton Pre-School recognises that a child going missing from the setting is an indicator of abuse and neglect and will refer to the MASH team if felt necessary.

### **Collection**

- Children will not be allowed off the premises into the care of anyone under the age of sixteen.
- If any parent/carer arrives to pick up a child who appears to be under the influence of alcohol or drugs, Dinton Pre-School staff will not release the child in to their care. In this event, we will follow our non-collection procedures to ascertain if a responsible adult can be contacted to collect the child. Where an illegal act is suspected to have taken place, the police and Ofsted will be contacted (Ofsted: 0300 123 1231).

### **Missing from education**

Children missing education procedures will be followed where a child has 10 days or more of continuous absence without an explanation or more continuous absence from school without explanation and has left suddenly with an unknown destination. Any concern will be reported to the local authority through the Education Welfare Service.

**Lock down policy** In the event of a serious threat to the school or in the nearby vicinity the school will follow the procedure below:

- ANY member of staff who deems there to be as serious threat to the pre-school will raise the alarm. This can be done: using the panic alarm in the office or conservatory, using a walkie talkie or shouting the safe word (not stated in this document for security).
- Members of staff will calmly move their children into the main pre-school building, into their usual classroom and get them to sit down quietly.
  - Staff who are out of the main playgrounds (in the park, in the fields, on the plant nursery or by the chickens) will be informed using the safe word via walkie talkie. These staff members should gather their children and find a sheltered position and keep quiet awaiting further instructions.
- The registers should be checked to ensure that all children are accounted for.
- All exterior doors and windows should be closed and locked. The manager (or deputy if the manager is not at the setting) is responsible for ensuring all doors are secured.
- The most senior member of the management team will phone the police via 999. The phone line will then be kept clear.
- All staff to keep calm and support the children. All pre-school staff will follow direction from the police. No staff member will attempt to communicate with any person posing a threat to the pre-school.
- Positioning of the children will be individual to the scenario – but children will be kept away from windows and doors. The office, meeting room, sunshine room and conservatory are not appropriate areas.
- Once the police and the manager agree that the pre-school is safe all parents will be informed of the situation.
- Support will be offered to all staff and children if necessary after such an event.

