**Child Protection and Safeguarding Policy**

Our responsibilities in order to fulfil our duty within the Framework for

Early Years Foundation Stage September 2021 is to ensure we have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children.

We give effect to our duty to safeguard and promote the welfare of children who attend Fowey Pre-school where appropriate under the Children Act 1989 by:

* Creating and maintaining a safe learning environment for children and young people.
* Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

This policy develops procedures and good practice within our setting, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable (including vulnerable adults).

We set out to provide a safe and welcoming environment where children, young people and parents are respected and feel valued. It provides evidence of how this will be implemented within our setting and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the setting, parents and carers through the setting Legal website and a hard copy will be available in the corridor and in the staff office area.

**Contact details**

Nominated Designated Safeguarding Lead - Name: JO REED or Deputy Safeguarding Lead LUCY TRUDGIAN - Phone/email: 01726 833188 or Email admin@fowey-preschool.co.uk

Committee Safeguarding Person Name: JO LISTER

Phone/email: 07875546598 or Email jomarkham1982@hotmail.com

**If the DSL/DDSL are not available.**

Call **999** if child or family member in **immediate** danger.

If there is an immediate (**immediate danger call 999**) concern about a child or their family any member of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

Contact details: MARU 0300 1231116

If the concerns arise out of office hours contact 01208 251300

If they are unsure, they can contact MARU for advice and guidance.

Contacting MARU (for advice or when making a referral) Ensure that you have as much factual information about the child as possible when you phone include:

• Full name

• D.O.B

• Address

• Family composition details (including names of parent(s) and siblings)

• Any key professionals working with the pre-school

• Factual information about the concerns you have

**Making a referral in writing:**

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)

You must then send it in by secure email which is clearly highlighted on the referral form:

MARU Secure email: [multiagencyreferralunit@cornwall.gov.uk](mailto:multiagencyreferralunit@cornwall.gov.uk)

**CIOS- Partnership**

For information and resources for professionals and parents please refer to :

[**Cornwall and the Isles of Scilly Safeguarding Children Partnership - (ciossafeguarding.org.uk)**](https://ciossafeguarding.org.uk/scp)

**Legal Framework**

We adhere to the content of the Working Together to Safeguard Children JULY 2018 (with particular regard to Page 60, Early Years and Childcare). In all aspects of our safeguarding practice, we adhere to the EYFS September 2021 requirements and follow the procedures on the www.swcpp.org.uk website. We also have a copy of, and adhere to the, ‘What do you do if you are Worried a Child is being abused’ MARCH 2015 publication (also in the corridor for parents/carers to read).

**Aim**

Our aim is to ensure as far as is possible that anyone, paid or voluntary, who seeks to work with children and young people through our organisational activities and who gains substantial access to them thereby is as safe to do so in Child Protection terms, as our policy and procedure is robust and understood by all concerned and children are therefore safeguarded due to staff vigilance. There are three main elements to the safeguarding policy:

* PREVENTION (positive and safe environment, careful and vigilant teaching, accessible support to pupils, good adult role models).
* PROTECTION (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
* SUPPORT (to children, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required)

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from nspcc.org.uk/learning

**Supporting Documents**

This policy statement should be read alongside our organisational (Fowey Pre-school) policies, procedures, guidance and other related documents.

* Behaviour Management
* Children in Care
* Children’s records
* Confidentiality and client access to records
* Equality and Diversity
* Prevent Extremism and Anti- Radicalisation
* Health and Safety
* Induction of Staff and Volunteers
* Information Sharing
* Mobile Technology
* Nappy Changing
* Non-Collection of Children
* Online Safety
* Parental involvement
* Positive Handling and Touch
* Recording & Reporting of Accidents and Incidents
* Recruitment of Ex-Offenders
* Special Educational Needs
* Staffing and Employment
* Student Placement
* Use of multimedia Computers
* Use, Storage and Disposal of Disclosure
* Whistleblowing
* Working in Partnership with other Agencies

**We Believe that:**

• Children and young people should never experience abuse of any kind.

• We have a responsibility to promote the welfare of all children and young people, to keep them. safe and to practise in a way that protects them.

**We recognise that:**

The welfare of children is paramount in all the work we do and in all the decisions we take all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.

• Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

• Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people’s welfare.

**We will seek to keep children and young people safe by:**

• Valuing, listening to and respecting them.

. Staff will keep professional conversations out of children’s hearing. No negative comments, remarks or unprofessional responses will be made to the child.

• Appointing a nominated child protection lead for children and young people, a deputy and a lead committee member for safeguarding.

• Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.

• Developing and implementing an effective online safety policy and related procedures.

• Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.

• Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.

• Recording, storing and using information professionally and securely, in line with data protection legislation and guidance (for more information about this is available from the Information Commissioner’s Office: ico.org.uk).

• Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.

• Making sure that children, young people and their families know where to go for help if they have a concern.

• Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.

• Using our procedures to manage any allegations or serious concerns against staff and volunteers appropriately.

• Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.

• Ensuring that we have effective complaints and whistleblowing measures in place.

• Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

• Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

**Child Abuse:**

There are four types of child abuse as defined in ‘Working Together to Safeguard Children’ (2018).

1. **Physical Abuse -** 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 of, or deliberately induces, illness in a child.

2. **Emotional Abuse -** Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar 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 the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently 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, though it may occur alone.

3. **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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

4. **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. It may include a failure to:

• Provide adequate food, clothing and shelter.

• 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, or unresponsiveness to a child’s basic emotional needs.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person’s development. Signs and Indicators which may assist in the identification of some forms of abuse can be found in

**Bullying** - Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse (refer to our Behaviour Management policy).

**Children with special educational needs and disabilities (SEND**)

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges.

Fowey Pre-school recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration

• The potential for children with SEN and disabilities (SEND) being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

• Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising. Should any concerns arise in relation to any child in relation to their safety and welfare Fowey Pre-school will follow the same procedures as outlined within this policy and liaise with the DSL initially.

**Specific Safeguarding Issues**:

There are specific issues that have become critical issues in Safeguarding, that pre-school will endeavour to ensure ALL their Staff and Committee are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

• Bullying including cyber bullying

• Child Sexual Exploitation (CSE)

• Domestic Violence

• Drugs

• Fabricated or induced illness

• Faith abuse

• Female Genital Mutilation (FGM)

• Forced Marriage

• Gangs and Youth Violence

• Gender based violence/Violence against women and girls (VAWG)

• Hate

• Mental Health

• Private Fostering

• Preventing Radicalisation

• Online abuse/Sexting

• Teenage Relationship abuse

• Trafficking

• Missing children and vulnerable adults

• Child sexual abuse within the family

• Poor parenting, particularly in relation to babies and young children

The DSL will join the contextual safeguarding network (www.contextualsafeguarding.org.uk) and be familiar with the process of understanding the vulnerabilities that could lead to potential harm in the community, rather than within the home of a child.

**Early Help:**

There are situations which may occur in a family’s life where they may benefit from additional support that cannot be provided solely by universal services.

These can include when a child:

• Is disabled and has specific additional needs.

• Has special educational needs.

• Is a young carer.

• Is showing signs of engaging in anti-social or criminal behaviour.

• Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;

• Is showing early signs of abuse and/or neglect.

• Is showing signs of displaying behaviour or views that are considered to be extreme.

These children are therefore more vulnerable; Fowey Pre-school will identify who their vulnerable children (or vulnerable adults) are, ensuring ALL Staff (and Committee members) know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the setting wishes to make a referral then they would contact the Early Help Hub.

Additional guidance can also be accessed by using the CIOS SCB multi agency threshold document. This guidance is available via the following link: <http://www.safechildren-cios.co.uk/media/28243514/cios-scp-threshold-guidance-august-2017.pdf>

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for children and their families

• Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.

• It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.

• The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs. Contact details:

• Telephone: 01872 322277

• Email: [earlyhelphub@cornwall.gov.uk](mailto:earlyhelphub@cornwall.gov.uk)

• Website: [www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)

**Radicalisation/PREVENT**

The DfE have published guidance stating that education settings must promote British values i.e learning right from wrong, taking turns, sharing and challenging negative attitudes and stereotypes. Ofsted will be required to inspect our setting against these criteria’s as part of our safeguarding duty.

Our ‘Prevent Lead’ (Jo Reed) will attend the WRAP training that they need to identify children, siblings and parents/carers or staff and volunteers at risk of radicalisation and how to refer them for further help, if necessary, through the CORNWALL CHANNEL PROCESS.

We will not carry out unnecessary intrusion into our families lives but our staff will take action when they observe behaviour of concern and share concerns at the earliest opportunity as part of this Safeguarding Policy.

In the instance of a member of staff hearing a child/staff/volunteer/ third party worker, parent or carer make an anti-Semitic or discriminatory comment we would contact the local prevent lead and follow a Prevent action plan as deemed necessary. Referrals might be made to Channel (this is a programme that provides support for individuals who are at risk of being drawn into terrorism where they are deemed to be within the precriminal space). If a person is suspected to be within criminal activity and this is made known to us, we will contact the police by calling 101 (non-emergency) or 0800 789 321 (anti-terrorist hotline).

This information has been taken from the guidance document and our policy on this will comply with the requirements under The Counter-Terrorism and Security bill March 2015. Support documents: HM Prevent duty guidance DfE Promoting fundamental British values as part of SMSC in schools; Departmental advice for maintained schools November 2014 DfE The Prevent duty; Departmental advice for schools and childcare providers June 2015 Cornwall Channel referral process document.

We will ensure ALL staff including governors/trustees/committee adhere to their duties in the Prevent guidance 2015 to prevent radicalisation (https://www.gov.uk/government/publications/protectingchildren-from-radicalisation-the-prevent-duty).

The Principle /Chair of Governors/Trustee/Committee will:

• Establish or use existing mechanisms for understanding the risk of extremism.

• Ensure staff understand the risk and build capabilities to deal with issues arising.

• Communicate the importance of the duty.

• Ensure All Staff and Governors/Committee/Trustees implement the duty.

Setting staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable children to discuss and learn about issues of religion, ethnicity and culture and the setting follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014). See our Preventing Extremism policy. https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/380595/SMSC\_Guidance\_Maintained\_Schools.pdf

Fowey pre-school will respond to any concern about Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children’s resilience to radicalisation. When reviewing our PREVENT duties we would consider the guidance contained on the Safer Cornwall website (link below). <http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

• Provide a safe space for them to debate controversial issues.

• Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.

• Give them confidence to explore different perspectives, question, and challenge.

Fowey Pre-school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the setting.

Please refer to our online safety policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the setting who is JO REED with any concerns.

Additional contact details: Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: prevent@cornwall.gov.uk MARU can also be contacted for advice: 0300 1231 116 Emergency Out of Hours: Tel No: 01208 251300.

If immediate and serious concerns call the police on 999.

**County Lines**

County Lines is a form of criminal exploitation where urban gangs persuade, coerce or force young children to store drugs and money and/or transport them to suburban areas, market towns and coastal towns. Children and young children may be criminally exploited in multiple ways. Other forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime.

**Cuckooing** is when a county lines gang takes over a home of a vulnerable adult by coercion or force, and use it as a base to deal drugs from. The vulnerable adult may have issues with substance misuse or mental health problems, be elderly or disabled or be in debt to the gang.

Signs of exploitation in children and/or carer

\* frequently missing from preschool

\* travelling to locations

\* unwillingness to explain their whereabouts

\* acquiring money, clothes, accessories or mobile phones

\* having multiple mobile phones

\*change a personality and/or behaviour

\* having relationships with controlling or older individuals and groups

\* unexplained injuries

\* carrying weapons

\* significant decline early years development

**Reporting**

\*If a child is in immediate danger by 999 will be called.

\*MARU will be contacted for a multi-agency response – 0300 1231 116

\*If a child has been ‘trafficked’ they will be referred to the National Referral Mechanism by MARU.

\*Accurate records will be kept

\*Police will be contacted

Advice NSPCC Helpline 0808 800 5000 or help@nspcc.org.uk

**Female Genital Mutilation (FGM)**

Fowey Pre-school recognises and understands that there is a now a mandatory reporting duty for all staff to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children’s Social Care via MARU. If any staff are concerned about a child, they will inform the DSL- JO REED within the Setting unless there is a good reason not to do so.

Female Genital Mutilation (FGM): all adults within our setting, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM in line with our child protection requirements.

There is a range of potential indicators that a child or young person may be at risk of FGM, and we use the signs and symptoms handout as a guide. Victims of FGM are likely to come from a community that is known to practise FGM, therefore we will be aware of and understand girls who would be ‘at risk’ by using the Unicef Map of prevalence within our admissions procedure.

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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines for FGM.

Staff will liaise with the Multi Agency Referral Unit and Police under section 47 of the Children Act 1989. Staff will receive training on FGM and use the signs and symptoms handout as a consistent guide to recognition of concerns. If any child (under-18) or vulnerable adult has symptoms or signs of FGM, or we have good reason to suspect they are at risk of FGM having considered their family history or other relevant factors, we will refer using our standard existing safeguarding procedures, as is the procedure with all other instances of child abuse. This referral is initially to the Multi-Agency Referral Unit, whilst also contacting the police for advice. Additionally, when a person is identified as being at risk of FGM, this information must be shared with the GP and health visitor as part of safeguarding actions (See section 47 of the 1989 Children Act).

We will follow the HM Government Multi-Agency Practice Guidelines: Female Genital Mutilation chapter nine and adhere to the Mandatory Reporting Requirements under FGM legislation. Risk Assessment and actions –

• Very Low –We have few pupils from the cultural heritage where FGM and forced marriage is more typical. Action – close monitoring of the admissions information, using the MAP of FGM prevalence. Effective supervision of the pupils, good home – setting liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of a setting counsellor and provision of the Family Support Team. Awareness and monitoring of all children and families (including those from the ‘at risk’ cultural groups, particularly those that voice a desire to follow a family/cultural tradition)

**Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a setting to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the setting. Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MARU.

Peer on peer is most likely to include, but may not be limited to:

• Language seen as derogatory, demeaning, inflammatory

• Bullying, including cyberbullying

• Gender based violence

• sexual assaults and harassment

• sexting

We are working hard as a setting to be proactive and to challenge this type of abuse. We aim to use approaches in our planning and reference to our associated policies to address and tackle peer on peer abuse. Please refer to our policies on Behaviour Management, Equality & Diversity, Online Safety and Preventing Extremism.

**Informing Parents**

Fowey Pre-school should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded.

If a child makes a disclosure or child presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the setting become aware of this.

**Recruitment of staff**

Recruiting new staff members and allowing volunteers into our playroom is a process which we take very seriously. We ensure that -:

\* Safeguarding and protecting children by implementing robust safer recruitment practices.

\* Identifying and rejecting applications who are unsuitable to work with children.

\* Responding to concerns about suitability of applicants during the recruitment process.

\* Responding to concerns about suitability of employees and volunteers once they have begun their role.

\* Ensuring all staff and volunteers participate on an induction which includes child protection.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff and voluntary committee members.

**Students** under the age of 17 years who are on a short-term work placement will be required to provide written references from their tutor/teacher at school/college to vouch for there suitability to work within a preschool with young children. The teacher/tutor will also be requested to complete a form disclosing if the student has any convictions or cautions related to child mistreatment or violence.

At no stage will the student be left alone with any children.

Students over the age of 17 years of age will go through the same process as recruiting a new member of staff. The student will not be left alone with the children at any time.

**Photography and images**

Fowey Pre-school recognises the advantages of taking photographs of children when engaged in a variety of activities and experiences, to include within their learning journals. However, we also recognise our obligation to ensure the safety and welfare of children, when making photos or images of them.

Images used on websites or for publicity materials: prior permission will always be obtained from the parent/carer upon registration. This consent permits images to only be used for the following:

* Pre-school’s own record of activities undertaken.
* Pre-school’s literature.
* Pre-school’s website and facebook page.
* Local press articles.
* Fowey River Academy’s use (specifically publicity).

All images used will be appropriate for the purpose, and parents/carers will be informed of their usage in advance, especially if for external use.

Use of personal cameras/camera phones: staff, students, volunteers and visitors are not permitted to use their own cameras/camera phones to take any images of the children. If these items are brought onto the premises, they must be locked away securely. Fowey Preschool has its own mobile phone in use when off site.

Children may only use pre-school’s own cameras to take photos of each other. Any personal cameras/camera phones must be stored securely until the end of the session. Pre-school has cameras that are designated solely for use within the pre-school premises and on pre-school outings. At no time will these items be allowed for any other use. These items will be stored securely when not in use; and the person in charge will be responsible for ensuring these items stay locked away securely on the premises at the end of each day. The pre-school computer is used for storing images of the children. However, access to these images is protected with a security code, known only to key staff members.

The taking of images by parents, legal guardians and family members at open events that are organised by the setting: Whilst recognising the importance of families taking photos of their children, pre-school will always take steps to ensure that children cannot be observed or taken photos of whilst in certain inappropriate situations (e.g. changing clothes for events etc).

**Confidentiality and Information Sharing:**

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children, colleagues.

Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken. Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared.

The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately. They should then contact MARU.

**Record Keeping:**

Well-kept records are essential to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies. In our work with children and their families, we recognise the importance of:

• Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.

• Ensuring all records are kept secure and in a locked location.

• Ensuring records are passed on to the receiving setting/school if a child or young person transfers. In line with current local authority guidance.

• Ensuring all records are clear, factual and jargon free.

**Training**

All staff and committee members have been provided with, and signed to say that they have read and understood, Keeping Children Safe in Education (September 2021). All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). All committee members will receive appropriate safeguarding training which will be regularly updated. In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full committee meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour policy and Keeping Children Safe in Education for all schools and colleges (September 2021), Key contacts, and What to do if a Child discloses Abuse.

Our DSL and DDSL will undertake further multi-agency safeguarding training in addition to the whole setting training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support the setting in ensuring our safeguarding arrangements are robust and achieving better outcomes for the children in our setting. Our Governing Body (committee) will have access to basic safeguarding training within the setting. We will recommend and encourage them to undertake safeguarding training and ensure that the lead safeguarding committee member is up to date with all safeguarding training.

In addition to this training the safeguarding governor/trustee may wish to access multiagency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the setting are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

**Allegations against staff:**

Allegations against staff are covered in all basic training and induction training that takes place within our setting.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Manager and Chair of Committee must be informed.

If the allegation concerns the Manager or Chair then the LADO must be informed. In all situations regarding an allegation of abuse against a member of staff/volunteer/committee member the setting must not act alone and must seek advice and make a referral where necessary or seek impartial advice from the LADO.

In such circumstances our Chair of the Committee (Claire Varcoe) (if the allegation is against a senior staff member) will contact the LADO for advice. As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children.

All allegations and concerns should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations. The following issues need to be considered

• What are the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser?

• contact the parents or carers of the child/young person if advised to do so by the LADO

• consider the rights of the staff member for a fair and equal process of investigation

• ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary

• act on any decision made in any strategy meeting

• advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

Contact details LADO: 01872 326536 If a referral needs to be made then this must go through MARU who will then pass it on to the LADO team.

The referral form can be found at:- <https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc>

**Whistleblowing:**

Please adhere to the pre-schools Whistleblowing policy.

Whistleblowing Committee member - Name: HANNAH DELLAR

Email: hannah.kelly25@outlook.com

Date of next review September 2024

Signed…………………………………………. Position……………………………….. Date…………………………….