



1.2 Safeguarding children, young people and vulnerable adults

Safeguarding is everyone's responsibility. This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' (EYFS 2017 p5)

SAFEGUARDING CONTACTS WITHIN BRIGHT BEGINNINGS PRE-SCHOOL:

Our <u>1st DESIGNATED PERSON</u> , who coordinates children, young people and vulnerable adults protection issues is:	Fatma Da Silva (Manager)
Our <u>2nd DESIGNATED PERSON</u> (designated person in absence of above-named) is:	Lydia Farmer (Deputy Manager)

CONTACT FOR SAFEGUARDING CONCERNS WITH REGARDS TO CHILDREN:

Multi-Agency Safeguarding Hub (MASH)	mash@bromley.gov.uk	0208 4617373/7379/7026
Out of Hours	Emergency Duty Team	0300 3038671

CONTACT FOR SAFEGUARDING ALLEGATIONS AGAINST STAFF OR VOLUNTEERS:

The Local Authority Designated Officer (LADO)	Gemma Taylor (Deputy LADO)	0208 4617669 (02083134325)
Out of Hours	Emergency Duty Team	0300 3038671

WHISTLEBLOWING ADVICE:

NSPCC	0800 028 0285	help@nspcc.org.uk
Protect	0203 117 2520	https://protect-advice.org.uk

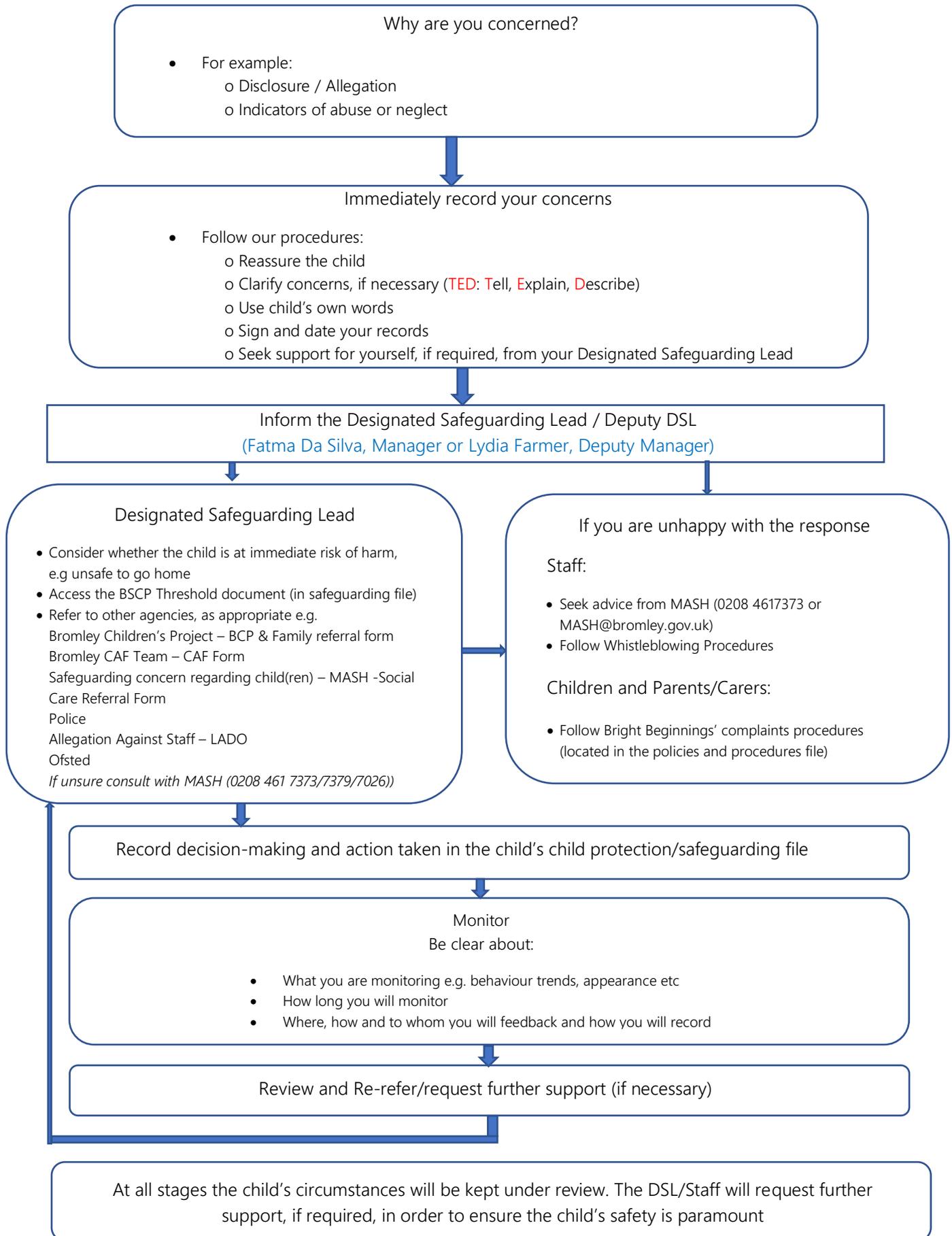
OFSTED (Office for Standards in Education, Children's Services and Skills):

OFSTED (Enquiries)	0300 123 1231	enquiries@ofsted.gov.uk
OFSTED (Reporting concerns)	0300 123 4666	CIE@ofsted.gov.uk

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What to do if you have a welfare concern in [BRIGHT BEGINNINGS PRE-SCHOOL](#)



1. Introduction

- The Bright Beginnings Child Protection policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes;
 - o The Early Years Foundation Stage Framework 2017 (EYFS)
 - o DfE guidance 'Keeping Children Safe in Education' 2019 (KCSIE)
 - o Working Together to Safeguard Children 2018 (WTSC)
 - o Ofsted guidance 'Inspecting safeguarding in early years, education and skills settings' (2018)
 - o Bromley Safeguarding Children Partnership Procedures
 - o Framework for the Assessment of Children in Need and their Families (2000)

2. What is 'Safeguarding'?

- 'Working Together to Safeguard Children (2018)' defines safeguarding and promoting the welfare of children as:
 - o Protecting children from maltreatment;
 - o Preventing impairment of children's health or development;
 - o Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - o Taking action to enable all children to have the best outcomes.
- It also reminds us that safeguarding *is everyone's responsibility*. *"Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action".* (WTSC 2018 p10)
- Bright Beginnings acknowledges that this policy in its entirety will incorporate a range of safeguarding issues.

3. Ethos

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.' (EYFS 2017 p5)

- The Owner of Bright Beginnings Pre-School believes that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment, within which every child has the opportunity to achieve their full potential. We take our responsibility to promote and safeguard the welfare of all the children entrusted to our care seriously.
- As part of the safeguarding ethos of our setting we are committed to:
 - o Maintaining children's welfare as our paramount concern;
 - o Providing an environment and culture in which children feel safe, secure, valued and respected, confident to talk openly and sure they will be listened to – a child centred approach to safeguarding and promoting the welfare of every child;
 - o Developing appropriate and positive relationships between children and the adults who care for them;
 - o Providing suitable support and guidance to ensure children have a range of appropriate adults who they feel confident to approach if they are in difficulties;
 - o Using learning opportunities to increase self-awareness, self-esteem, assertiveness and decision making. This is to help young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;
 - o Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
 - o Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the setting's procedures and reporting mechanisms;
 - o Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.

- o Developing effective and supportive liaison with other agencies.
- Bright Beginnings Pre-School (Petts Wood) adheres to the Bromley Safeguarding Children Partnership (BSCP) Safeguarding Children Procedures. The full BSCP procedures documents and additional guidance, relating to specific safeguarding issues, can be found on their website: www.bromleysafeguarding.org/

Supporting Guidance (to be read and followed alongside this document)

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the setting's integrated safeguarding portfolio and should be read in conjunction with all other policies and procedures, in particular the following:
 - o Promoting Positive Behaviour
 - o Risk Assessments
 - o Employee Code of Conduct
 - o Managing Allegations Against Staff
 - o Whistle-Blowing
 - o Information Sharing
 - o Privacy Notices
 - o Safer Recruitment

These documents can be found in our policies and procedures file in the storeroom cupboard. Please advise if you would like a copy of any of the above documents.

Legal Framework and Supporting Guidance (to be read and followed alongside this document)

- o Safeguarding Disabled Children – Practice Guidance - DOH, 2009
- o Working Together to Safeguard Children (2018)
- o What to do if you are worried a child is being abused (DfE, March 2015)
- o The Prevent Duty
- o Safer Recruitment in Education
- o Keeping Children Safe in Early Years
- o EYFS Statutory Framework
- o EYFS Handbook
- o Inspecting Safeguarding in Early Years
- o Thresholds of Need
- o Protocol for dealing with allegations against staff
- o Children and Social Work Act (2017)
- o Safeguarding Vulnerable Groups Act (2006)
- o Equality Act (2010)
- o General Data Protection Regulations 2018 (GDPR)
- o Counter-Terrorism and Security Act (2015)
- o Childcare (Disqualification) Regulations (2009)

These documents can be found in our safeguarding file in the storeroom cupboard. Please advise if you would like a copy of any of the above documents.

4. Responsibilities for Staff and Designated Safeguarding Lead

4.1. All staff

- The EYFS 2017 requires providers *'to take all necessary steps to keep children safe and well'* and accordingly, everyone involved in the care of young children has a role to play in their protection. All members of staff in Bright Beginnings Pre-School are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance.
- All members of staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All members of staff have a duty of care to take appropriate action and work with other services as needed.

4.2 The Designated Safeguarding Lead Person (DSL)

- The EYFS 2017 states; *'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'*.
- The Owner of Bright Beginnings Pre-School has appointed an appropriately qualified and experienced Designated Safeguarding Lead (DSL) to fulfil this role in our setting and a Deputy DSL.

Our <u>1st DESIGNATED PERSON</u> , who coordinates children, young people and vulnerable adults protection issues is:	Fatma Da Silva (Manager)
Our <u>2nd DESIGNATED PERSON</u> (designated person in absence of above-named) is:	Brenda Newcomb (Deputy Manager)

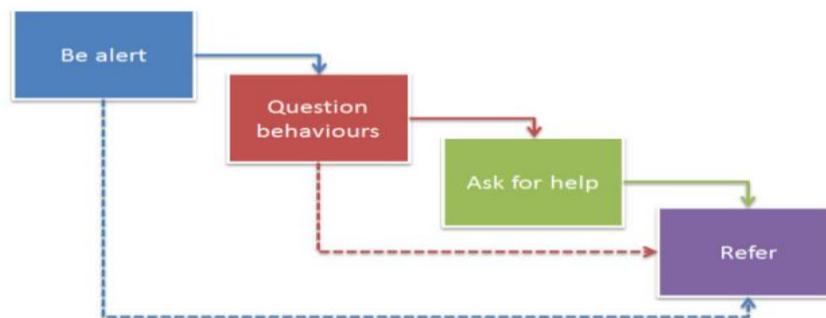
- The DSL ([Mrs. Fatma Da Silva, Manager](#)) has overall responsibility for the day to day safeguarding and child protection systems in the setting. These responsibilities include;
 - o Liaising with other professionals in all agencies, including social services, police and health colleagues;
 - o Keeping apprised of any updates in policy and practice
 - o Being a source of support, advice and guidance to setting staff on an ongoing basis and on any specific safeguarding issue, as required;
 - o Co-ordinating child protection action within the setting, including making referrals as necessary;
 - o Maintaining a confidential recording system for safeguarding and child protection concerns;
 - o Ensuring all staff, visitors and volunteers are aware of the setting's policies and procedures and their responsibilities in relation to safeguarding children;
 - o Ensuring all staff have received appropriate and up-to-date child protection training, at least every 3 years and provide them with appropriate updates;
 - o Ensuring their own training is kept up to date by attending appropriate Designated Safeguarding Lead training every 2 years and accessing updates to keep up with any developments relevant to their role;
 - o Representing the setting at inter-agency meetings, in particular strategy discussions, child protection conferences and core groups;
 - o Managing and monitoring the setting's role in early help, child in need and child protection plans.
- The welfare and safety of children are the responsibility of ALL staff in the setting and ANY concern for a child's welfare MUST be reported to the DSL.

5. Recognition and Categories of Abuse:

- All staff in the setting are aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within *'Keeping children safe in education' 2018* (see appendix 2) and *'What to do if you are worried a child is being abused' 2015*.
- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and wellbeing.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

6. Safeguarding and Child Protection Procedures

- Bright Beginnings Pre-School adheres to the BSCP Safeguarding Children Partnership Procedures. The full BSCP procedures document and additional guidance, relating to specific safeguarding issues, can be found on their website www.bromleysafeguarding.org/
- Additional guidance includes:
 - *'What to do if you are Worried About a Child Being Abused'* (DfE 2015)
 - *Information Sharing: Advice for Practitioners providing Safeguarding Services* (2018)
 - *Bromley Inter-Agency Threshold Criteria for Children in Need*
 - *The Assessment Framework for Children in Need and their Families* (2000)
- These documents provide guidance for professionals and can be found in the safeguarding file in the store room lockable cupboard.
- *'What to do if you are worried about a child being abused'* (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to MASH . (MASH: 0208 4617373/7379/7026) and/or the Police (101 / 999).
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
 - To help with this decision she may choose to consult with the Multi Agency Safeguarding Hub (MASH).
 - Advice may also be sought from the Early Help Team
 - Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.
- All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting a referral. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to MASH if the situation doesn't appear to be improving for the child.
- All staff understand the thresholds of significant harm and understand how to access services for families.

New referrals to services will be made using the agreed process, with reference to the Bromley Threshold Criteria for Children in Need. In situations where there are felt to be urgent concerns, a telephone referral will be made prior to the form being completed and sent to MASH. Concerns for children who are already known to services will be passed to the allocated worker / team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral being necessary, parents/carers will be informed. Consent will be sought, unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation.
- The role of the setting, in situations where there are child protection concerns, is NOT to investigate but to recognise and refer.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL, so they can reassure themselves the child is safe, and their welfare is being considered.

If, following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from the Multi-Agency Safeguarding Hub, who may be able to discuss the concern and provide advice on appropriate action to be taken.
- If, after a referral, a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings' concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with BSCPboard procedures.

7. Record Keeping

- Staff will record any welfare concern they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Incident/Welfare concern forms are kept in the safeguarding file in the storeroom cupboard.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- The Owner of Bright Beginnings Petts Wood will be kept informed of any significant issues by the DSL.
- All safeguarding records will be transferred, in accordance with data protection legislation, to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

8. Multi-Agency Working

- Bright Beginnings Pre-School recognises, and is committed to, its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Settings are not the investigating agency when child protection concerns arise and will therefore pass all relevant cases to statutory agencies. We will, however, contribute to the investigation and assessment processes as required, and recognise that the setting plays a crucial part in supporting the child while these take place.
- Bright Beginnings Pre-School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The Designated Safeguarding Lead and Owner of Bright Beginnings Pre-School will work to establish strong and co-operative relationships with relevant professionals in other agencies.

9. Confidentiality and Information Sharing

- We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a need to know basis.
- All staff are aware that they have a professional responsibility to share information with other agencies, in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice is available in the document *Information Sharing advice for safeguarding practitioners (2015)* and appendix 3.
- If the setting is made aware of any safeguarding concerns, which they feel need to be shared with the wider community (including other local settings), then advice will be sought from MASH, to ensure that the integrity of any subsequent investigations is maintained and that all members of the community are safeguarded.

GENERAL DATA PROTECTION REGULATION (GDPR) 2018

- All staff understand their responsibilities under the GDPR and Data Protection Act 2018.
- Employees and volunteers understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children, with other agencies, is shared appropriately and lawfully
- Bright Beginnings will be transparent about how we lawfully process data

- Bright Beginnings is registered with the Information Commissioner's Office (ICO), as a data controller and the certificate is displayed.

Full privacy notice for both staff and parents can be located in our policies and procedures file and the parents privacy notice is available online and in the parent folder for access at any time.

10. Complaints

- The setting has a Complaints Procedure available to parents/carers, children and members of staff who wish to report concerns. This can be found in our policies and procedures file.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can also be found in the policies and procedures and safeguarding files.

11. Staff Induction and Training

- All members of staff have been made aware of part 1 of *the "Keeping Children Safe in Education" (2019)*, which covers safeguarding information.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted and understand the settings internal safeguarding procedures and reporting mechanisms.
- All staff members will receive appropriate safeguarding and child protection training, which will enable them to:
 - Recognise potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)
 - Respond appropriately to safeguarding issues and take action in line with this policy
 - Record concerns in line with the settings policies
 - Refer concerns to the DSL and be able to seek support external to the setting if required
- All staff members (including volunteers and temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues. This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This 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, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation;
 - inappropriate behaviour displayed by other members of staff, 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.
- The staff training will include setting responsibilities, the setting child protection procedures, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will also be made aware of the setting expectations regarding safe and professional practice via the staff code of conduct, which is provided and discussed as part of the induction process.
- The setting recognises the expertise, which members of staff build, by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements.

12. Safe Working Practice

- All members of staff (including temporary staff and volunteers) are required to work within clear guidelines
- Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations, for example, it is always advisable for work or time with individual children to be conducted within view of other adults
- Physical intervention should only be used when the child is endangering him/herself or others or to prevent damage to equipment. Such events should be recorded and signed by a witness. Staff should be aware of the settings Behaviour Management Policy and any physical interventions must be in line with agreed policy and procedure. Appropriate training should be provided, if required.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in the staff code of conduct and online safety policy
- Full advice and guidance can be found in *Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People*.

13. Supervision and Support

- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of *Early Years Foundation Stage Framework 2017*.
- The Owner of Bright Beginnings Pre-School recognises regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives.
Supervision also provides an opportunity to discuss sensitive issues, including the safeguarding of children and any concerns raised about an individual or colleague's practice.
- All our staff and volunteers are expected to have regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions are effective for both practitioner and management.

14. Safer Recruitment, Suitable People and Disqualification

- Bright Beginnings Pre-School is committed to ensuring that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with our children and have their welfare and protection as the highest priority.
- Applicants for posts within the setting are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974
- The owner of Bright Beginnings Pre-School is responsible for ensuring that the setting follows safe recruitment processes, outlined within guidance, including accurate recording and maintenance of the following information for all staff:
 - Dates of recruitment;
 - References;
 - Identity checks;
 - Disclosure and Barring Service (DBS) check reference number, including date check was obtained and details of who obtained it;
 - Eligibility to work in the UK checks;
 - Other essential key data.

- The setting will obtain an enhanced DBS check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who works directly with children
- An additional DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- The Owner of Bright Beginnings Pre-School is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- The Owner of Bright Beginnings Pre-School will ensure that they and the Manager will complete Safer Recruitment Training in line with government requirements and cascade training to the Deputy Manager and other members of staff.
- The Owner of Bright Beginnings Pre-School is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- We advise all staff to disclose any reason that may affect their suitability to work with children, including convictions, cautions, court orders, cautions, reprimands and warnings.
- With effect from 31st August 2018, in accordance with the 'Childcare Disqualification and Childcare Regulations 2018' and 'Disqualification under the Childcare Act' guidance, staff and volunteers in childcare settings NOT based on domestic premises are NOT required to notify their line manager if anyone in their household (including family members, lodgers, partners etc) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to their children.

15. Allegations against Members of Staff and Persons in Position of Trust

- Bright Beginnings Pre-School recognises that it is possible for staff, volunteers and other persons in a position of trust, to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Designated Safeguarding Lead, or Owner if appropriate, who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

The Local Authority Designated Officer (LADO)	Gemma Taylor	0208 4617669
Out of Hours	Emergency Duty Team	0300 3038671

- The Owner also ensures we meet our responsibilities under Section 35 of Safeguarding Vulnerable Groups Act 2006. This includes the duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- As a registered provider we are aware of our duty to 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 on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

WHISTLEBLOWING:

- All members of staff are made aware of the pre-school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Members of Staff can also access the NSPCC whistleblowing helpline or Protect if they do not feel able to raise concerns regarding child protection failures internally.

NSPCC	0800 028 0285	help@nspcc.org.uk
Protect	020 3 1172520	http://protect-advice.org.uk

For specific guidance on how to respond to allegations against staff, please refer to the "*Procedures for Managing Allegations Against Staff*" and "*Whistle Blowing*" Policy, which can be found in the policy and procedures and safeguarding files

- When in doubt – consult

16. Anti-Bullying

- We have a separate anti-bullying policy which is kept in our policies and procedures file and is accessible to all staff and parents.

17. Peer on Peer Abuse

- All members of staff at Bright Beginnings Pre-School recognise that children can be capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The setting is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- We understand that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow procedures accordingly.

18. Safeguarding Children with Special Educational Needs and Disabilities

- Bright Beginnings Pre-School acknowledges that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- We will ensure that children with SEND, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEND may not always outwardly display indicators of abuse.

19. Online Safety – Mobile Phones & Cameras

- It is recognised by Bright Beginnings that the use of technology can present particular challenges and risks to children and adults both inside and outside of the setting.
- Bright Beginnings Pre-School recognises the specific risks that can be posed by mobile phones and cameras, and in accordance with the EYFS 2017, has appropriate rules in place that are shared and understood by everyone associated with the pre-school
 - Staff must place their mobiles into a box in the kitchen (away from children) when they enter the setting in the mornings.

- If staff have an emergency and need to use their phones it must be with permission of the Manager and away from the children.
 - Visitors to the pre-school are advised that they are not to use/answer their mobiles whilst on the pre-school premises. If an emergency, they must go to an area, away from any children.
 - Photos must only be taken on the pre-school camera for those purposes outlined in our registration documents. We gain permission from parents for scenarios in which we may need to use photos of their children
- We have a 'secret' facebook group for parents and carers only, on which we occasionally post photos. This is only done when permission has been granted from parents. Once a child has left the setting, the parent/carer is removed from the group and all photos with the child present are removed.
 - We also have a public facebook group. We generally don't post many identifiable photos of children on here, however, will always request written permission from parent/carer should we want to do this.
 - We do not have technology with access to the internet, currently accessible by children at the setting.
 - We will support parents/carers and all members of staff to become aware and alert to the need to keep children safe online.

Please refer to our policy 'Online Safety' for more detailed information.

20. Educational Programmes and Staying Safe

- We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe and how to seek advice and support when they are concerned
 - Bright Beginnings will provide age appropriate educational opportunities to enable children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making, so they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
 - Children at Bright Beginnings will be listened to and heard. Their concerns will be taken seriously and acted upon as deemed appropriate
- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and develop an understanding of why and how to keep safe.
 - Within the setting, we create a culture of value and mutual respect for individuals; having positive regard for children's cultural and social background.
 - We ensure this is carried out in a way which is developmentally appropriate for the children.

21. Security

- All members of staff have a responsibility for maintaining awareness of premises safety and security and for reporting concerns that may come to light. We welcome comments from children, parents/carers and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting. Visitors will be expected to have photo ID and sign in and out via the visitors' book. They will also be instructed not to use their mobile phones whilst on the premises. Unexpected visitors will not be allowed entry to the pre-school, as per the sign on our door, which explains why and has the contact details for the pre-school.

- The setting will not accept the behaviour of any individual (parent/carer or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site or to contact police.
- We operate zero tolerance of abuse towards staff. Behaviour deemed as abusive towards a member of staff could lead to immediate termination of contract and the child/family will no longer be able to attend the setting.
- Doors to the setting will be opened for approximately 20 mins in the morning for drop off and 10 minutes at pick up. At this time a member of staff will stand at the doors to ensure the safety of the children at the setting. At all other times the front door is double bolted.
- The garden is enclosed with a locked, high gate at the front (no one can see in from the street). There is always a member of staff in the outdoor area when the garden doors are open for free-flow outdoor play.
- We have a thorough daily risk assessment, which is actioned every morning before children start the session. Visual risk assessments continue throughout each session.
- All electrical equipment is PAT tested annually
- We have emergency evacuation procedures in place, and all staff are aware of what to do in an emergency. Evacuation drills are actioned each half term, to ensure that staff and children have experience of the procedure.
- Children are made aware of the rules for behaviour expected of them within the pre-school, which are in place to help keep them safe. These are continually being reinforced.

22. Monitoring and Review

- All setting staff, volunteers and parents/carers will have access to a copy of this policy.
- All policies and procedures will be reviewed, at a minimum, annually.
- All staff have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy along-side the Owner following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff, to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They 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 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.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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 cyberbullying), 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, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: 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, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues (Also see Annex A of Keeping Children Safe in Education 2018)

Children Missing Education

Bright Beginnings Pre-School are aware that a child going missing from education is a potential indicator of abuse or neglect. This may apply to parents/carers, older siblings, staff or other members of the community.

We record all attendance data, including absences and the reason for absences – this is monitored by the setting Manager.

Child Sexual Exploitation (CSE)

All Bright Beginnings Pre-School staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-andguide-for-practitioners>

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

We identify that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We recognise that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

This may apply to children, parents/carers, older siblings, staff or other members of the setting community.

'Honour based' violence and Female Genital Mutilation (FGM)

Members of staff at Bright Beginnings Pre-School are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors is covered with staff within the setting safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with the Designated Safeguarding Lead if they are concerned about Honour based violence or FGM and the child should be referred to the Multi Agency Safeguarding Hub. If a child (or anyone) discloses they have had FGM then we report to the police on 101. With an adult 18 or over, this must be with consent.

All staff have undertaken FGM specific training.

All members of staff will follow the setting and BSCP procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The Prevent Duty

From 1 July 2015 all registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers.

In order for childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of childcare providers' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Childcare providers can also build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist* views. For early years childcare providers, the statutory framework for the Early Years Foundation Stage (EYFS) sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

("Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.)*

The statutory guidance on the Prevent duty summarises the requirements on childcare providers in terms of *four* general themes:

Risk Assessment

The statutory guidance makes clear that childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Working In Partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff Training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP).

All staff within Bright Beginnings Pre-School have undertaken online Prevent Duty training and the DSL has also attended the above-mentioned WRAP.

IT Policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

Bright Beginnings is an early years Provider, dealing with children 2-5. With this in mind, at present we do not have technology linked to the internet accessible to children and staff do not access the internet during work hours either.

Possible Signs of Radicalisation:

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness

CHANNEL

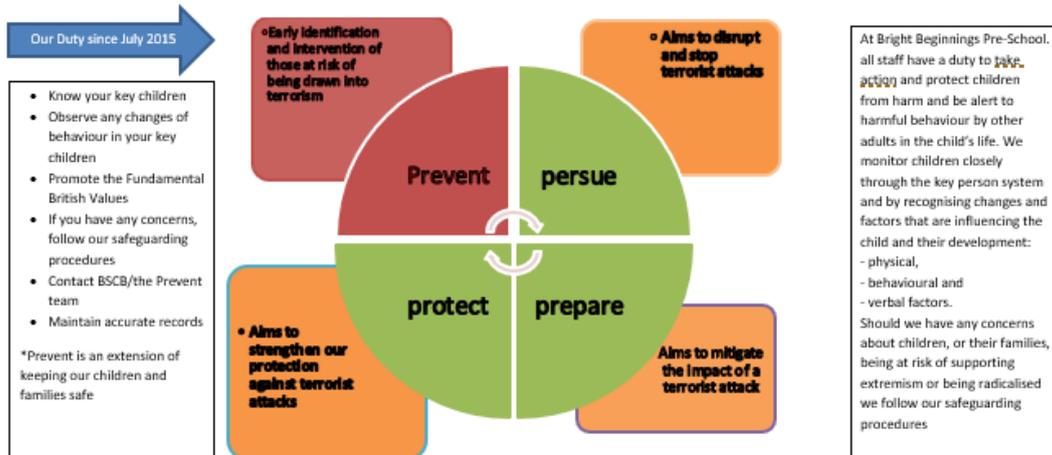
Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for early years provisions to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

All members of the setting will report concerns, regarding radicalisation and extremism, to the DSL who will follow local and national guidance.

THE PREVENT DUTY

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. (Section 26 of the Counter-Terrorism and Security Act 2015)

The Channel process - early intervention to protect and divert people away from the risk they may face of being drawn into any terrorist related activity



*Contact BSCB: [020 8461 7373](tel:02084617373) / [7379](tel:02084617379) / [7026](tel:02084617026) or the Out Of Hours team: [0300 303 8671](tel:03003038671)

From here the referral will go through necessary checks, considering the level of risk and identify the most appropriate referral, which could include the channel panel (multi agency strategy meeting) which a representative from Bright Beginnings Pre-School (Petts Wood) may be required to attend.

* If there is immediate risk of harm or persons leaving the country, call local police on 101 or emergency 999

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the child that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt, if the child refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the child may have affection for him/her
- Do not ask the child to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL) - Mrs. Fatma Da Silva - immediately
- The DSL will need to follow setting procedures, which are in line with local safeguarding children partnership procedures and therefore may be required to make a referral, ensuring appropriate records available to other agencies
- BSCP: www.bromleysafeguarding.org/

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: National Support Organisations

Support for Children

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- Parent Port: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk