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## **Safeguarding Children and Child Protection**

(Including recording and reporting, liaising with other agencies, suitable people and allegations against staff)

### **Policy Statement**

Bradpole Preschool recognises that it has a duty to be aware that abuse does occur in our society. This policy outlines the procedures to be followed if there is any reason to believe that a child in our care is subject to any form of abuse or neglect. Our primary responsibility is the welfare and wellbeing of each individual child in our care regardless of age, disability, gender, racial heritage, religious beliefs, sexual orientation or identity as stated in the valuing diversity and promoting equality policy. We believe we have a duty to the children, parents/carers and staff to act quickly and responsibly should a concern come to our attention. The purpose of our policy is to provide staff and volunteers with guidance and the procedures they should adopt in the event that they suspect a child or young person may be experiencing harm or be at risk of harm. This policy applies to all staff, committee members, volunteers, students and anyone working on behalf of Bradpole Preschool. This policy is to be used in conjunction with other preschool policies including: Prevent Duty, First Aid policy and Intimate care policy.

### **Statutory Duty**

The preschool has a duty to report any suspicions of abuse to social care. Under The Children Act 1989 section 47 (1) the social care team have a duty to then investigate the case. Section 17 legislates for 'children in need' and Section 47 is concerned with 'significant harm'. The Dorset Safeguarding Children's Board (DSCB) was established under the Children Act 2004 to ensure inter- agency working to promote children's welfare across Dorset. The preschool has a duty to report and appoint a Designated Safeguarding Lead (DSL) as stated in The Childcare Act 2006. The Childcare (Disqualification) Regulations 2009 and The Childcare Act 2006 established the circumstances in which a person will be disqualified from working in the pre-school, along with the Pre-school's responsibilities. The Pre-school will meet their duties under the Safeguarding Vulnerable Groups Act 2006.

### **Procedure**

It is the duty of any staff member to report any suspected abuse to the Designated Safeguarding Lead (DSL) Kathryn Cosser. Should the DSL not be available, Naomi Collins is the deputy DSL. We recognise that 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 safeguard children and young people by:

- Valuing them, listening to and respecting them;
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;



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- Recruiting staff and volunteers safely;
- Ensuring that all necessary checks are made;
- Sharing information about child protection and good practice with children, parents/carers, staff and volunteers;
- Informing all visitors, once they have signed the visitors register, who the DSL for safeguarding is and to report to any concerns to that Lead.
- Sharing information about concerns, with the agencies that need to know, and involving parents/carers and children appropriately;
- Providing effective management for staff and volunteers through supervision, support and training;
- Reviewing our policy and practice annually, or as the need arises

### **Procedures for when there is a concern regarding a child/children**

Bradpole Preschool is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'Working Together to Safeguard Children' (DFE, 2015 updated 2018) and in line with the guidance and procedures of the Dorset Safeguarding Children's Board (DSCB, contained in the red file on the shelf by the main entrance).

If there is a concern about a child, Bradpole Preschool has a duty to contact Children's Advice and Duty Service using the professional phone number 01305 228558 making a verbal referral. We will keep a record of the contact, discussions, any decisions made, if we had parental permission or if not why. The contact number is displayed on the notice board in the preschool room and in the staff office. The DSL or deputy should speak to the Children's Advice and Duty Service duty officer to share their concerns over an incident or emerging patterns of concerns. The duty officer will discuss with their own manager and decide upon further action if applicable. The verbal referral will be confirmed in writing, within one day of the referral the children's social care should make a discussion of next steps and inform the setting. All records will be kept confidential and on a need to know basis in accordance with new Data Protection (2018) legislation.

### **Types of Abuse**

We acknowledge that abuse of children can take many different forms: physical, emotional, and sexual, as well as neglect. When children are suffering from physical, sexual or emotional abuse, or if they may be experiencing neglect, they may demonstrate this through the things they say (direct or indirect disclosure), or through changes in their approaches, behaviour or their play. This is of particular importance when working with nonverbal children or children with a disability. We are aware that abuse may occur between siblings within a family or perpetrated by another child this is called peer on peer abuse. We are also aware that within a larger family of multi siblings that abuse may only occur to one child or multiple children.



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#### Physical abuse and the procedure:

Action will be taken if staff have a reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

- Any sign of a mark or injury to a child when they come into Bradpole Preschool, will be recorded on a 'injury upon arrival' form, discussed with the parents/carer and the parent/carer will be asked to countersign the form.
- Parents/carers are made aware of this procedure when they join the setting. The form is stored in the accident file which is reviewed monthly so that we can identify if there is a frequency or pattern of injury occurring.
- If there appears to be any discrepancy or query regarding the injury or the injury is discovered after the parent/carer has left and the child discloses the name of the person who caused the injury, this will be shared with the Children's Advice and Duty Service who may notify the police if there is any concern that the child is in danger of significant harm.

#### Non-mobile protocol.

We are particularly aware that some types of physical injuries are accidental but they are less common in non-mobile children. Not independently mobile includes: "An infant or young child who is not yet crawling, bottom shuffling, pulling to stand, cruising or walking independently, or an older child with a similar lack of independent mobility due to severe disability". Injuries are recorded and referred. The full Non mobile protocol is available at:

<https://proceduresonline.com/trixcms/media/1885/non-mobile-protocol-v2-jun-2018.pdf>

#### Sexual abuse and the procedure:

Action will be taken if staff have witnessed occasions when a child indicates sexual activity through words, play, drawing or has an excessive pre-occupation with sexual matters or has an inappropriate knowledge of sexual behaviour

- The observed instances will be recorded on a 'record of concern' form.
- The matter will be referred to the Children's Advice and Duty Service who will notify the police if there is any concern that the child is in danger of significant harm.

#### Female Genital Mutilation

Female Genital Mutilation is a form of child abuse and violence against women and girls. It "comprises all procedures that involve partial or total removal of the external female genitalia. Or other injury to the female genital organs for non-medical reasons". Female genital mutilation is a criminal offence, therefore is it a legal duty to refer to the Police if FGM has been carried out on a girl under 18. Further guidance is available on the Dorset Local Safeguarding Children's Board website: <http://www.dorsetlscb.co.uk/working-with-children/female-genital-mutilation/>



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## Child Sexual Exploitation

Children are also at risk from sexual exploitation which 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, in exchange for something the victim needs or wants, and/or 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”. Definition from Working Together to Safeguard Children (2018).

### Emotional abuse and the procedure

Action will be taken if staff have reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child by persistent or severe maltreatment or rejection

- The observed instances will be recorded on a record of concern
- The matter will be referred to the Children’s Advice and Duty Service who will notify the police if there is any concern that the child is in danger of significant harm
- Children who have witnessed domestic violence and/ or abuse are particularly vulnerable, this can have a negative, detrimental impact on them from reaching their full potential across all areas of development, as highlighted in the Every Child Matters framework outcomes. Further guidance is available at

<https://www.dorsetscb.co.uk/working-with-children/domestic-abuse/> .

### Neglect and the procedure

Action will be taken if staff have reason to believe that there has been persistent or severe neglect of a child (for example by exposure to any kind of danger, including cold or starvation) which results in the serious impairment of the child’s health or development, including non-organic failure to thrive

- The observed instances will be recorded on a ‘record of concern’ form
- The matter will be referred to Children’s Advice and Duty Service who will notify the police if there is any concern that the child is in danger of significant harm.

Children are also vulnerable to becoming a victim of or witness to alcohol abuse and substance misuse, county lines, gang activity and modern day slavery. Further information can be found on the Pan-Dorset Multi-agency Safeguarding Policies and Procedures Manual <https://pandorsetscb.proceduresonline.com/contents.html>



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## Incidental and minor concerns and the procedure

We also have procedures to record incidental and minor concerns (e.g. repeated nappy rash that is not addressed, disclosure by a child that does not raise immediate concern, poor attendance).

- When children are absent, we expect parents/carers to contact us and let us know the reason for their child's absence. If they do not contact us, a member of staff will phone parents to establish a reason for the absence. We keep a record of the children's absences and when a concern arises about attendance, we will talk to the family to identify any issues. The threshold of need tool maybe use to identify and monitor a child's measure of need. If it is felt that the family would benefit from additional support a TAF can be arranged to discuss multi-agency support. Any concerns/incidents discussed with parents, are recorded on an 'incident/concern' form and kept in the 'Staying safe' file locked in the locker in the staff room.
- When the concern is significant, this should be recorded on a 'record of concern' sheet and put in the Child Protection File which is in the locker in the staff room.
- Staff and parents/carers, are made aware that additional information on the definitions and typical indications of abuse can be found on the NSPCC website: <http://www.nspcc.org.uk>
- Allegations of child abuse or neglect could lead to a criminal investigation so staff will not do anything to jeopardise this, for example ask a child leading questions or attempt to investigate allegations themselves. If initial clarification is needed or requested by CSC, staff may use open ended questions; we use the model T.E.D, (Tell me, Explain to me, Describe to me), but should be mindful that CSC and the police are responsible for child protection matters.
- Further guidance to help identify a child's measure of need and to respond appropriately is set out in the Dorset Threshold Tool. A paper copy is in the Safeguarding Children red file or available online at [file:///C:/Users/Collins/AppData/Local/Packages/Microsoft.MicrosoftEdge\\_8wekyb3d8bbwe/TempState/Downloads/New-pan-Dorset-Continuum-of-Need-Guidance-2019%20\(3\).pdf](file:///C:/Users/Collins/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/New-pan-Dorset-Continuum-of-Need-Guidance-2019%20(3).pdf)

## Recording and Reporting suspicions of abuse and disclosures

We use the detailed procedures and reporting format outlined on Dorset Safeguarding Children's Board website ([www.dorsetlscb.co.uk](http://www.dorsetlscb.co.uk)). When a member of staff has concerns they:

- Listen to the child, offer reassurance and give assurance that he or she will take action;
- Do not question the child;
- Make a written record that forms an objective record of the observation or disclosure that includes:
  - The date and time of the observation or the disclosure



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- The exact words spoken by the child as far as possible
  - The name of the person to whom the concern was reported, with the date and time; and;
  - The names of any other person present at the time
- The DSL/deputy is informed of the issue at the earliest opportunity

These records are signed and dated and kept in the 'Child Protection File' which is kept securely and confidentially. They are also logged by the DSL on a chronological record of events/concerns. As previously stated children with Special Education Need or disability are particularly vulnerable therefore staff must take care interpreting signs of abuse.

### **Liaising with other agencies; making a referral to the local authority social care team**

The Dorset Safeguarding Children's Board website ([www.dorsetlscb.co.uk](http://www.dorsetlscb.co.uk)) and the Pan-Dorset Multi-agency Safeguarding Policies and Procedures contain detailed procedures for making a referral to the local social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2015). We keep a summary of this document. All members of staff are familiar with and follow the procedure for recording and reporting and this is covered as part of their induction.

- Contact phone numbers are on display on the staff information board in the preschool room and in the office.
- A copy of the Continuum of Need (2019) is displayed in the office and in the main room.

### **Information Sharing**

The General Data Protection Regulations (2018) and Information Act (2018) require practitioners to be aware of the principles of sharing personal information. This legislation should not be a barrier limiting the purposes of keeping children safe. The Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (2018) provides guidance of the 7 golden rules to information sharing:

"1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data



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Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose”.

### **Suitable people**

In accordance with the Childcare Act 2006 and EYFS Safeguarding and Welfare Requirements (2014), all staff working at Bradpole Preschool will be subject to rigorous checks (Enhanced criminal records checks by the disclosure and Barring service, a health check, and two references will be obtained, identity checks in line with our employment policy 2(a) will be carried out. We are also committed to maintaining a continuous process of vigilance and building a culture of safety. We do this by:

- Ensuring staff familiarise themselves with the Safeguarding and Child Protection and Whistleblowing Policy 1(j) as part of the induction process.
- Ensuring applications for posts within the setting are clearly informed that the positions are exempt from Rehabilitation of Offenders Act 1974
- Informing candidates of the need to carry out ‘enhanced disclosure’ checks with the Disclosure and Barring service before posts can be confirmed
- Informing candidates when applications are rejected because of obtaining information that has been disclosed, that they have the right to know about and challenge incorrect information
- Meeting Ofsted requirements in respect of references and checks for staff and volunteers, to ensure that no disqualified/unsuitable person works at the setting or has access to the children
- Recording information about staff qualifications and identity checks that have been completed including:
  - The disclosure reference number
  - The date disclosure was obtained
  - The details of who obtained it



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- The company completing the check
- Having a thorough induction process which covers a three month probationary period
- Requiring all staff to attend training in Safeguarding Children and Young People. Training is updated every three years for staff, the DSL and deputy DSL. Sue Chudleigh also has a Level 3 Safeguarding qualification.
- Carrying out annual appraisals which discuss an individual's performance, attitude and behaviour. This is used to identify training needs
- Informing all staff that we expect them to complete an annual declaration, disclosing any convictions, cautions, court orders, reprimands or warnings which may affect their on-going suitability to work with children (whether received before or during their employment with us)
- Ensuring all staff have regular supervision meetings with the manager in order for issues/concerns to be raised (a family concern checklist may be used to support this) and to identify solutions to address issues, as well as to identify areas of their practice which may require coaching to improve their personal effectiveness.
- Highlighting their responsibility to safeguard children and to report any concerns to the DSL within their job description.
- Ensuring that the conduct of staff is at all times exemplary and does not put the child in danger or bring the setting into disrepute, as set out in the 'settings code of conduct for employees', and adhere to DSCBs guidance/training regarding safer working practice
- Making staff aware via the Employee Handbook and 'Social Networking' policy of our rules regarding being 'friends' with parents on social network sites to ensure we follow guidelines for safer working practice
- Meeting the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- Taking security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children
- Ensuring children are not photographed or filmed, for any other purpose than to record their development or participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child
- Expecting staff to inform the preschool leader when they have contact with a child who attends preschool outside of the setting. This is recorded in the individual's personnel file
- Making staff aware via the Employee Handbook and the Employment Policy 2(a) that if we have reason to believe that they may be under the influence of alcohol or any other substance that may affect their ability to care for the children, they will not be allowed to work directly with the children and further action will be taken





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### Visitors and Volunteers

- The preschool has procedures in place for recording the details of visitors to the setting
- We will ensure that volunteers/students/parent helpers who have not undergone checks are fully supervised and never left alone with children or allowed to take children to the toilet.
- Volunteers/students are asked to sign and read information regarding safeguarding children and acceptable conduct before they work with the children.
- All nominated committee members have a DBS check.

### Allegation against a member of staff or volunteer and the procedure

Action will be taken if a concern is raised or an allegation is made against a member of staff or volunteer which suggests that a child has been harmed or is vulnerable to abuse. We follow procedures and guidance as set out by DSCB and the Pan-Dorset Multi Agency Safeguarding Policies and Procedures Manual. Available via link:

<http://pandorsetscb.proceduresonline.com/index.htm>

We ensure that all parents know how to complain (9(c) making a complaint) about the behaviour or actions of staff or volunteers within the setting, or those working on the premises occupied by the setting, which may include an allegation of abuse.

All staff are made aware (1(j) Whistleblowing policy) that they have a responsibility to respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:

- Inappropriate sexual comments
- Excessive one to one attention beyond the requirement of their usual role and responsibilities, or inappropriate sharing of images

All staff have regular supervision meetings with the preschool leader providing them with opportunities to come forward and report any issues/concerns regarding another member of staff

When concerns are reported, the DSL/Employer will contact the Children's Advice and Duty Service for advice and direction. When a concern is about the DSL then the staff/committee are made aware of how they can contact Children's Advice and Duty Service or Ofsted directly

Ofsted and Local Authority Designated Officer (LADO) Patrick Crawford is notified of the allegation within 14 days

In all cases a record of the report is made, which is timed, dated and includes a clear name and signature

The staff handbook details disciplinary procedures. When the management team and Children's Social Care agree it is appropriate in the circumstances, the employee will be suspended, on full pay, until the matter has been investigated fully. This is not an indication



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of admission that the alleged incident has taken place, but it is to protect staff, as well as children and families throughout the process

### **Disciplinary action**

If, following an investigation there is no proof of misconduct and a suspended person is to return to work, appropriate support will be put in place (e.g. mentoring/management of contact with the child/children/parents who made the allegation). If the complaint is upheld the staff member would be dismissed on the grounds of misconduct following usual disciplinary procedures.

Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Disclosure and Barring Service and administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

### **Working with parents and carers**

We ensure that parents are made aware of our safeguarding policies and procedures when their child starts attending the preschool. Details of our policy and procedures regarding safeguarding are explained in a clear way so as not to frighten, upset or accuse, but to impress upon them the commitment to their child's well-being. All policies are available to view on the preschool website and hard copies of all policies are kept in the preschool room. Parents/carers will be reassured that allegation against staff, students or volunteers, of abuse or neglect, will be taken seriously and will be reported to Children's Advice and Duty Service and investigated fully. At all times the child or young person's well-being comes first. Bradpole Preschool has the right to seek advice, regarding a concern that they have about a child, before discussing it with the child's parents/carer. If the child is thought to be at risk of significant harm, a referral may be made to Children's Advice and Duty Service without having first discussed it with the parent. The investigating officer from the local Children's Social Care Team, will notify the parents/carers.

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group
- We make clear to parents our role and responsibilities in relation to child protection, such as the reporting of concerns, providing information, monitoring of the child, liaising at all times with the local Children's Social Care team
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse
- We follow the Child Protection Plan as set by the child's social care worker in relation to the preschools designated role supporting the child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality policy 9(d) under the guidance of the Local Safeguarding Children Board.



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## Planning

The layout of the rooms and staff deployment/ratios allow for constant supervision. No child is left alone with staff/volunteers/students in a one to one situation without being visible to others.

## Curriculum

We are committed to empowering young children, through the Early Years curriculum, promoting their right to be strong, resilient and to be listened to.

- We introduce key elements of keeping children safe into our activities to promote the personal, social and emotional development of all children, so that they may grow up to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe
- We create, within the preschool, a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, language spoken at home, and cultural and social backgrounds
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

## Legal Framework

### Primary Legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (Every Child Matters) (2004)
- The Childcare Act (2006)
- Safeguarding Vulnerable Groups Act (2006)
- Data Protection Act (2018)
- Information Sharing (2018)
- Safeguarding children in Education (2019)

### Secondary Legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (2018) Non Statutory Guidance



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#### Further Guidance

- Working Together to Safeguard Children (2018)
- What to do if you're Worried a Child is Being Abused (HMG 2015)
- Framework for the Assessment of Children in Needs and their Families (DoH 2000)
- Continuum of Need (2019)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)
- Pan Dorset Multi-agency Safeguarding Manual:  
<https://pandorsetscb.proceduresonline.com/contents.html>

#### Contact information

Children's Advice and Duty service (CHAD) contact: 01305 228558

Local Authority Designated Officer (LADO) contact: Dorset Council 01305 221122

### **The Prevent Duty and Promoting British Values Policy**

The Prevent Duty Policy forms part of our wider safeguarding duties to keep children safe from harm and should be used in conjunction with other preschool safeguarding and child protection policies. This policy focuses on the prevention of radicalisation and the promotion of British Values.

The Pre-school has a duty "to have due regard to the need to prevent people from being drawn into terrorism" in accordance with Section 26 of the Counter-Terrorism and Security Act 2015. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they maybe in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation by others, whether in the family or outside and display concerning behaviour. The prevent duty does not require childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour or concerns. Staff should complete an online general awareness training every 3 years through the Channel Programme, to support their understanding in identifying individuals.



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## IT policy

As with any other online risk, staff need to be aware of the risk of any extreme or terrorist activity online. This is minimised at preschool due to children not accessing the Internet directly.

## Building Children's Resilience to Radicalisation

The fundamental British values are already embedded in the Early Years Foundation Stage curriculum (2014) and are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

These values are not uniquely British but are universal aspirations for equality. As such, they are fundamental to helping all children to become compassionate, considerate adults who form part of a fair and equal society. They are implemented through policies and procedures relating to equality, behaviour, safeguarding, child protection, with which the prevent duty is entirely consistent. To fulfil the prevent duty, the preschool will ensure that:

- Staff are able to identify children who may be vulnerable to radicalisation.
- Staff members are aware that if they observe concerning behaviour or actions, the Designated Safeguarding Lead, Kathryn Cosser, will be informed, or in her absence, the Designated Safeguarding Deputy Lead, Naomi Collins.

The department for education tel. 02073407264. [Counter.extremism@education.gsi.gov.uk](mailto:Counter.extremism@education.gsi.gov.uk).

Please note that the helpline is not intended for use in an emergency situation, such as a child being in immediate risk of significant harm or a security incident, in which case follow normal emergency procedures.

- We take into account factors affecting parental capacity such as: social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as: abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs, spirit possessions, sexual exploitation of children such as through Internet abuse and female genital mutilation that may affect, or has affected children and young people using our preschool.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex multiple or organised abuse, through forced marriage or honour based violence. They may also be victims of child trafficking. While this is



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less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people, who we may come into contact with.

- We actively protect children and teach them to value British values.
- The layout of the room allows for constant supervision.
- We introduce key elements of keeping children safe through our personal, social and emotional development (we use the Rainbow Seal Guidance) so that children grow to be strong, resilient and listened to so they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their ethnicity, language, language spoken at home, cultural and social background. We ensure that this is carried out in a way that is developmentally appropriate for the children.
- The best way to help children resist extremist views, is to teach them to think critically and become independent learners which is fundamental to the characteristics of effective learning and teaching embedded in the EYFS.
- We endeavour to support our children through the EYFS by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as their wellbeing, their empathy and emotional literacy while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which foster and secure children's pro social behaviour, responsible citizenship and real sense of belonging.
- We will build up an effective engagement with parents/carers and families as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise a concern with us.
- We will ensure that the designated safeguarding lead will undertake prevent awareness training.
- We will ensure that all resources used in the preschool are age appropriate for the children in our care.

Further advice and guidance is available on the Dorset Safeguarding Children Board (DSCB) website: <https://www.dorsetscb.co.uk/working-with-children/prevent/>

This policy was adopted at a meeting of: The Committee of Bradpole Preschool

Held during the Autumn 2019

Date to be reviewed: Autumn 2020



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## Definitions

### Child Protection

- Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

### 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.

### Emotional Abuse

- 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 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 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. Children who witness Domestic Violence are also at risk from emotional abuse.

### Sexual Abuse

- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Child Sexual Exploitation

- 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



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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.

### Female Genital Mutilation (FGM)

- Female genital mutilation is child sexual abuse and is a criminal offence. It comprises all procedures that involve partial or total removal of the external female genitalia. Or other injury to the female genital organs for non-medical reasons. If a disclosure is made all child protection procedures to be follow and report to the Police.

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