



Child Protection & Safeguarding Policy

Safeguarding:

Buckhurst Hill Baptist Church Pre -School is committed to the protection and safety of children and wants to work with parents, carers and the community to give our children the best start in life. 'Child Protection' is the broad term used to describe the philosophies, standards, guidance and procedures to protect children from both intentional and unintentional harm. The Pre -School promotes an environment in which staff feel able to raise concerns and feel supported in their safeguarding roles. Although there are clear procedures to follow within this policy, any member of staff may make a referral to external agencies.

We maintain rigorous procedures for child protection, in compliance with DfE publication 'Keeping Children Safe in Education' 2014, 'Working Together to Safeguard Children' 2013 and the requirements of the Children Act 2004.

This policy is compliant with the local safeguarding children board (LSCB). The Pre-School also operates government safer recruitment procedures. We expect everyone working within the setting to take responsibility for following these procedures and comply with locally agreed inter-agency procedures for protecting children from abuse.

This policy has been published on our website (<http://www.bhbcpreschool.co.uk>) and a hard copy is available upon request. This policy is reviewed annually and reviewed at a staff and Trustees meeting.

The designated officer at Pre-School readily communicates with the LADO:

- Essex Safeguarding Children Board: 0333 0139 797

Room C228, County Hall, Chelmsford, Essex CM1 1QH

The aims of this policy are:

1. To support the child's development in ways that will foster security, confidence and resilience.
2. To help children to establish and sustain satisfying relationships within their families, with peers and with other adults.
3. To provide an environment in which children feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
4. To acknowledge the need for effective communication between all members of staff and parents in relation to safeguarding pupils.
5. To create a structured procedure within the Pre-School, which is adhered to by all members of staff.
6. To ensure that all adults within our setting who have access to children have been checked as to their suitability.
8. To ensure that we practice safer recruitment in checking the suitability of all staff and volunteers who work with children. This includes all those employed or who act in a voluntary capacity as well as those who are employed by another organization (e.g. cleaning contractors, visiting professionals)

Procedures

If any member of staff is concerned about a child, he or she must inform the Designated Senior Person June Sainsbury (Manager) or I your aabsense, Lesley Brown (Deputy Manager) or Amanda Jaques (Deputy Manager).

Lesley Wilson is the Trustee responsible for safeguarding.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. This record will be kept in a locked, secure file.

The Designated Senior Person will refer concerns to Essex Local Authority Designated Officer (LADO). If it is decided to make a referral this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm. Particular attention will be paid to the attendance and development of any pupil about whom the setting has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

We need to establish a safe environment in which children can learn, develop and be happy. If a child who is/ or has been the subject of a child protection plan changes setting or starts school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner. Children in need should be referred to children's social care. This should lead to inter-agency assessment using local processes such as use of the 'Common Assessment Framework' (CAF) or 'Team Around the Child' (TAC).

Deficiencies or weaknesses identified in child protection arrangements must be remedied without delay and discussed with The Trustees.

Staff and volunteers must take steps to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a child. There is a requirement to report to the Disclosure and Barring Service, within one month of leaving the setting any person (whether employed, contracted, a volunteer or student) whose services are no longer used due to child protection issues. In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers. It is important that reports include as much evidence about the circumstances of the case as possible.

It is noted that from 12th October 2009, it is an offence under the Vetting and Barring Scheme (VBS) legislation:

- To knowingly employ (or take on as a volunteer) in a DBS regulated activity someone who is barred from such activity. (Note: this is in effect not a new requirement: it broadly replaces an offence under protection of children legislation which had existed since 2000. It does not require an employer to check whether a new starter is barred. At present, the requirement to check whether a new entrant to Pre-School staff is barred is the requirement (without an offence attached to it) which has been part of the school staffing regulations for several years.)
- Not to refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The Trustees will undertake an annual review of the settings child protection procedures and of the efficiency with which the related duties have been discharged.

Recognising Abuse or Neglect

All staff and volunteers should be concerned about a pupil if he/she:

- Has any injury which is not typical of the bumps and scrapes normally associated with accidental injury.
- Regularly has unexplained injuries or absences.
- Frequently has injuries (even when apparently reasonable explanations are given).
- Gives confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age/stage of development.
- Discloses an experience in which he or she may have been significantly harmed.
- Any other cause to believe that a pupil may be suffering harm.

Abuse or neglect can have a damaging effect on a child's health, education attainment and emotional wellbeing. Staff may see changes in behaviour patterns in existing pupils which are likely to impact adversely on a child's performance at school. Such changes may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be symptoms of a hidden disability or undiagnosed medical condition and the need to distinguish those cases reinforces the need for careful and thorough assessment of the child and his/her needs when concerns are passed on.

Children are put at risk of harm by a variety of behaviours. These may include:

- Drug/alcohol abusing parents
- Emotional abuse
- Verbal abuse
- Domestic violence
- Children and young people who sexually abuse
- Sexual exploitation of children

See Appendix with full definitions of signs of abuse

Responsibilities

We understand that our responsibility to safeguard children requires that we all appropriately share concerns that we may have about pupils.

When a child has made a disclosure the member of staff should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said
- allow the child to talk freely
- reassure the child but do not make promises which it might not be possible to keep
- do not promise confidentiality - it might be necessary to refer to one of the Designated Members of Staff for Child Protection.
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- listen, rather than ask direct questions
- ask open questions rather than leading questions (ie avoid questions to which 'yes' or 'no' is an answer)
- not criticise the perpetrator
- explain what has to be done next and who has to be told
- make some brief notes as soon as possible after the conversation
- retain the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the pupil
- draw a diagram to indicate the position of any bruising or other injury
- record what the pupil said in his or her own words, not those of the member of staff; avoid interpretations or assumptions

The designated person will make sure that:

- If we have concerns about a pupil's welfare, possible abuse or neglect the case will be referred to the appropriate body.
- Detailed and accurate written records of concerns about the pupil are kept even if there is no immediate referral.
- Records are kept confidentially and securely with a chronology (and are separate from pupil records) these records are kept indefinitely.
- They liaise with professionals and agencies where appropriate and attend core group meetings, family support meetings and contribute to the framework assessment process.
- Staff understand the Pre-School policy and have received training.
- Senior Staff attend training annually.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school within these guidelines.
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

Parental Involvement

Parents need to understand that the school has a duty to safeguard and promote the welfare of the children at the school, that this responsibility necessitates a safeguarding policy and procedures and that the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

The school will normally seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referrals to social services. If The Manager has reservations about involving the child's family, she will seek advice from the Essex Safeguarding Children's Board.

Record Keeping

When a pupil has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the pupil
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the Designated Senior Persons promptly. No copies should be retained by the member of staff or volunteer.

All written records of concerns about children, even where there is no need to refer immediately, will be kept. Written records are kept securely, separate from the main pupil files, and in a locked location.

Supporting Staff

We recognize that staff working in school (and) who have become involved with a pupil who has suffered harm, or is likely to be suffering from harm, may become distressed and need support. The Trustees will offer support or take steps to refer them for counselling if appropriate.

Training

As part of the school's induction training programme, staff complete Safeguarding Level 1 and a discussion is held with The Manager to ensure staff are confident with the setting's procedures. Training in child protection and inter agency working shall be provided for designated persons every two years and every three years for staff. All staff and volunteers will be provided with training that includes child protection and temporary staff and volunteers who work with pupils will be made aware of the school's arrangements.

All staff have been given and read a copy of *Keeping Children Safe in Education* part 1, DfE 2014. Training for staff will help to keep them informed about current procedures.

Allegations against staff, students, volunteers and The Manager

With reference to *'Dealing with allegations of abuse against teachers and other staff'* (DfE 2011) and procedures from DfE guidance contained within part 4 of *'Keeping Children Safe in Education'* (2014)

All setting staff, students, volunteers and The Manager should take care not to place themselves in vulnerable positions and are responsible for their own actions and behaviour and should avoid conduct which would lead any reasonable person to question their motivation and intentions. If an allegation of abuse is made against a member of staff, student or volunteer, the person receiving the allegation must take it seriously and immediately report it in the first instance to The Manager (or the most senior person if The Manager is not present). If the allegation refers to The Manager, the matter will be referred immediately to the Trustee responsible for CP issues.

The quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The school will not undertake its own investigations of allegations without prior consultation with the local authority designated officer (LADO), or in serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases discussions with the LADO can be held informally and without naming the school or the individual. The LADO may be contacted through the relevant board as previously listed.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and The Trustees will not automatically suspend the individual concerned.

However, it should be considered in any case where:

- There is cause to suspect a child is at risk of significant harm
- The allegation warrants investigation by the police
- The allegation is so serious that it might be grounds for dismissal

If a strategy meeting/discussion is to be held, or if Children and Families First Response Team or the police are to make enquiries, the Chair of Governors and LADO will discuss the matter of suspension. Only the Chair of Trustees, however, has the power to suspend an accused employee and cannot be required to do so by a local authority or the police.

If a suspended person is to return the work, the Chair of Governors and Head Teacher should consider what help and support might be appropriate (eg a phased return to work and/or move to a different area of the school) and also how best to manage the member of staff's contact with the child concerned, if still in the school.

The school should be mindful of the restrictions in place on the reporting or publishing of allegations against teachers and should make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Unsubstantiated and false allegations

Where it is concluded that there is insufficient evidence to substantiate an allegation, the chair of the strategy meeting should prepare a separate report of the enquiry and forward this to the designated senior officer and Chair of Trustees to enable them to consider what further action, if any, should be taken.

False allegations are rare and may be a strong indicator of abuse elsewhere which requires further exploration. If an allegation is demonstrably false, the school, in consultation with the LADO, should refer the matter to social services to determine whether the child is in need of services, or might have been abused by someone else.

Resignations and Compromise Agreements

The fact that a person resigns or ceases to provide services will not prevent an allegation being followed up according to these procedures. It may be difficult to reach a conclusion in these circumstances and it may not be possible to impose disciplinary sanctions but it is important to reach and record a conclusion.

Compromise Agreements will not be used in cases of allegations of abuse.

Whistle Blowing Policy

The Pre-School operates a Whistle Blowing Policy. This means that if any member of staff, parent or child has any concerns about the behaviour of another member of staff (or volunteer) they should raise them with The Manager.

Safeguarding Recruitment

We ensure robust recruitment practices are always followed (see Safer Recruitment Policy). This will include enhanced DBS, identity, reference checks, medical and qualification checks (where appropriate) for all teaching and non-teaching staff and these arrangements are made to all those connected to the school in accordance to those required by the Government and Independent

School standards regulations. At least one member of a recruitment panel will have received certification from the NCSL Safer Recruitment Programme.

Policy Implementation, Monitoring, Evaluation and Review

The Trustees and The Manager are responsible for ensuring the annual review of this policy. Governors will be informed of any changes or amendments which they will need to agree. Then all staff will be advised accordingly through staff meetings. A copy of the amended policy will be displayed in the staff room, in the staff handbook and on the school portal. New staff will have face-to-face induction with a designated member of staff. A self review tool for safeguarding and child protection in schools will provide a base for our review.

Advice may be sought from the Metropolitan Police Child Protection unit at Loughton and Essex Police Child Protection or the NSPCC. Full written records will be kept of action taken and advice received.

Signed by Chair of Trustees

Signed by The Manager

John Hunter 12/07/2018

June Sainsbury 12/07/2018

Appendix Signs and indicators of abuse include:

Psychological Abuse

- Low self-esteem
- Lack of confidence and anxiety
- Increased levels of confusion
- Sleep disturbance
- The person feeling/acting as if they are being watched all the time
- Decreased ability to communicate

Physical Abuse

- Injuries that are consistent with physical abuse •
Injuries that are the shape of objects
- Presence of several injuries of a variety of ages
- Injuries that have not received medical attention
- A child being taken to many different places to receive medical attention
- Dehydration Skin infections • Unexplained weight changes or medication being lost
- Behaviour that indicates that the child is afraid Sexual Abuse
- Soreness when sitting
- Signs that someone is trying to take control of their body image, for example, anorexia, bulimia or self-harm
- Inappropriately sexualised behaviour

Neglect

- Malnutrition/unusual levels of hunger
- Rapid or continuous weight loss

- Inadequate or inappropriate clothing
- Untreated medical problems
- Dirty clothing
- Lack of personal care Discriminatory abuse
 - A child overly concerned about race eg sexual preference
 - A child tries to be more like others
- A child reacts angrily if any attention is paid to them e.g race, gender

Identifying Abuse

It is always preferable to prevent abuse or for intervention to take place at the earliest possible stage. All Pre School staff are well placed to observe outward symptoms which may be due to child abuse.

Signs and Symptoms

- Emotional Tantrums
- attention seeking
- mood swings
- poor knowledge of right and wrong
- isolation
- lack of communication.

Children can be harmed by witnessing abuse, eg domestic violence.

The child might be:

- Ignored
- Belittled
- Shouted at
- Terrorised
- Told they are useless etc.
- Physical Bruising
- Aggression
- Moody
- Bed-wetting
- Absences
- Lethargy
- Make up to cover bruising
- Sexual Provocative behaviour
- New sexual language
- Fear of adults
- Secretive
- Refusing to allow physical contact
- Desire to cleanse
- Emphasizing sex through play
- Self-mutilation
- Pregnancy
- Bleeding

Usually perpetrated by people who are known to, and trusted by, the child eg relatives, family friends, neighbours, babysitters, people working in schools, clubs or activities.

Neglect Weight loss or gain / lack of hygiene / fainting / slow physical development / hunger / tiredness / nightmares / imagining friends. Clear lack of parental care. Often poverty contributes. Can include parents/carers failing to provide adequate food, clothing, and shelter

/ protect a child from physical and emotional harm or danger / ensure adequate supervision or stimulation / ensure access to appropriate medical care or treatment.

General signs of abuse

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
 - A series of minor injuries
- Unexplained bruising:
 - In and around the mouth
 - Black eyes, especially if both eyes are black and there is no bruising
 - To forehead or nose
- Grasp marks
- Finger marks
- Bruising of the ears
- Linear bruising (particularly buttocks or back)
- Differing age bruising
- Bite marks
- Burns and scalds (including from cigarettes)
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
 - Change in behavioural pattern
- Frozen look
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualized drawings and play
- Female Genital Mutilation
- Sudden poor performance in Pre School
 - Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away or going missing
- Reluctance to return home after school
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc
- Excessive dependence
- Poor growth No list of symptoms can be exhaustive.

They may give rise to concern but are not in themselves proof that abuse has occurred. Where a member of staff is concerned that abuse may have occurred, he or she must report this immediately to the designated teacher who has specific responsibility for child protection.

We recognize the importance of partnership between home and school but where issues of child abuse or suspected child abuse arise, our first and only responsibility is to the child. We may not be able to prevent child abuse but by following child protection procedures, we will try our best to protect all our children and this is our prime objective.