

CHILD PROTECTION POLICY

SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS

Wingle-Tye Pre-School is committed to providing a safe, secure and nurturing environment where every child in our care can thrive. We recognise our duty of care to protect children from harm and to safeguard their welfare. We are dedicated to ensuring that safeguarding and child protection are at the heart of our practice and that all staff members are equipped to act in the best interests of the children at all times.

Wingle-Tye also recognises our duty of care to young people and vulnerable adults who may be in our setting.

NB A "young person" is defined as 16-19 years old and in the setting may be a student, worker or parent.

A "vulnerable adult" is defined *"as a person aged 18 years or over, who is in receipt of or may need community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.* In our setting this may be a service user, parent of a service user or a volunteer.

A "service user" is anyone who has accessed (or is eligible to access) health or social care services.

Designated Safeguarding Lead (DSL)

Each setting has appointed a Designated Safeguarding Lead (DSL) who is responsible for overseeing all safeguarding and child protection matters within the setting.

Designated Safeguarding Lead Wingle-Tye 1	Karen Whitehouse
Deputy Designated Safeguarding Lead Wingle-Tye 1	Lisa Andrews

Designated Safeguarding Lead Wingle-Tye 2	Lisa Davis
Deputy Designated Safeguarding Lead Wingle-Tye 2	Kelly Bambridge

Contact details for DSLs are shared with staff, parents and carers.

Responsibilities include:

- Acting as the first point of contact for child protection concerns.
- Maintaining secure and accurate records of concerns and referrals.
- Ensuring staff receive appropriate safeguarding training and are made aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture. Staff training includes social factors which may affect children's vulnerability. These include:
 - social exclusion
 - domestic violence and controlling or coercive behaviour
 - mental illness
 - drug and alcohol abuse (substance misuse)
 - parental learning disability
 - radicalisation

The DSLs also ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters. These include:

- abuse of disabled children
- fabricated or induced illness
- child abuse linked to spirit possession
- sexually exploited children
- children who are trafficked and/or exploited
- female genital mutilation
- extra-familial abuse and threats
- children involved in violent offending, with gangs and county lines.

- Liaising with local safeguarding partners and social services as needed.

Wingle-Tye has four key aims:

Aims:

- 1 To safeguard and promote the welfare of all children in our setting and to foster security, confidence and independence.
- 2 To raise the awareness of staff of the need to safeguard children and to provide clear structured procedures for identifying and responding to concerns about a child's welfare, working with statutory agencies to achieve the best possible outcomes for every child. Good levels of communication between all involved must be paramount.
- 3 To ensure all staff understand their responsibilities in identifying and reporting possible cases of abuse and ensure they are trained in

recognising signs of abuse and neglect - advocating support and representation for those in greatest needs. To emphasise the need for good levels of communication and to set out a structured procedure within the setting in cases of suspected abuse.

- 4 To build strong relationships with families, while prioritising the safety and well-being of the child and provide a systematic means of monitoring children known or thought to be at risk or harm - supporting children who have suffered abuse in accordance with his/her Child Protection Plan and to develop and promote effective working relationships with other agencies, especially the Police and Social Care.

We are committed to empowering children to be strong, resilient, actively listened to and heard. We uphold a culture of safety in which children are protected from abuse and harm in all areas of the curriculum and service delivery. We use curriculum materials, taking into account information in the Early Years Foundation Stage and seek to build the emotional and social skills of children in an age- appropriate way, including increasing their understanding of how to stay safe.

There are procedures in place to prevent known abusers from coming into our setting as employee or volunteers at any level. There are procedures for dealing with allegations of abuse against a member of staff.

All staff must be aware of the categories of abuse including:

- Physical abuse: Deliberate harm or injury to a child.
- Emotional abuse: Persistent harm that impacts a child's emotional development.
- Sexual abuse: Inappropriate sexual behaviour or exploitation of a child.
- Neglect: Failing to meet a child's basic needs.

Signs of abuse may include, but are not limited to:

- Unexplained injuries or frequent bruises
- Changes in behaviour, withdrawal or aggression
- Poor hygiene or malnourishment
- Knowledge or behaviour inappropriate for the child's age

All staff receive training in child protection matter and have access to the setting's policy and procedures for reporting concerns of possible abuse.

Equality

Some children's circumstances mean they are more vulnerable to abuse and/or less able to easily access services. These children often require a high degree of awareness and co-operation between professionals in different agencies, both in recognising and identifying their needs and in acting to meet those needs.

Procedures

Our setting procedures for safeguarding children will be in line with Local Authority and Local Safeguarding Children's Board procedures. The London Child Protection Procedures provides comprehensive guidance. We will ensure that:

We have a Designated Safeguarding Lead (DSL) at each setting who has responsibility for Child Protection and who undertakes regular training for this role. This person is **Karen Whitehouse for Wingle-Tye 1 (01708 478449)** and **Lisa Davis for Wingle-Tye 2 (01708 438282)**.

We have deputies who will act in the Designated Safeguarding Lead's absence. This person is **Lisa Andrews for Wingle-Tye 1 (01708 478449)** and **Kelly Bambridge for Wingle-Tye 2 01708 438282**.

Those named above have received appropriate training. The DSL and their deputy will undertake training every two years and all setting staff will also receive training every two years.

The role of the DSL and Deputy DSL is outlined below.

In the event that there are concerns about a child, or children, the DSL will contact the Multi-Agency Safeguarding Hub (MASH) which is a secure, co-located assessment and referral unit that brings together professionals from various agencies, including social care, police, and health, to facilitate the prompt sharing of information and effective responses to child protection and safeguarding concerns. MASH hubs aim to identify risks to children at the earliest possible point and ensure appropriate interventions.

Legal Framework

This policy adheres to the relevant laws. Statutory guidance and best practices, including

- The Children Act 1989 and 2004
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2024)
- The Early Years Foundation Stage (EYFS) Statutory Framework.

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

All members of staff will develop their understanding of the signs and indicators of abuse and their responsibility for referring any concerns and who to refer to.

All new members of staff will be given a copy of our child protection procedures as part of their induction into the setting.

All members of staff will be expected to know how to access MASH.

All members of staff will know how to respond to a child who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example,

- Listen to the child, if you are shocked by what is being said try not to show it.
- Do not promise confidentiality, you can however promise privacy, reassure the child they have done the right thing, explain who you will have to tell and why.
- If a child is making a disclosure the pace should be dictated by the child, do not ask leading questions for example, 'what did they do next?' It is our role to listen not to investigate. Use open questions such as 'is there anything else you wish to tell me?'.
- Accept what they are telling you.
- Do acknowledge how hard it was for them to tell you.
- Don't criticise the perpetrator, this may be someone they love.
- Report all information immediately to the DSLs.

The conduct of staff when in a 1:1 situation with a child is managed in a way that would not lead any reasonable person to question their motives or intentions. All staff must ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. All staff must be aware of the settings 'Whistleblowing Policy' and how to access it.

All parents/carers are made aware of the possibilities of staff members' actions with regard to child protection procedures. A copy of the setting's

Child Protection Policy is available on the website and parents/carers must sign to say that they have read and understood the policies.

Our procedures will be reviewed annually by the Director/Manager, Designated Safeguarding Leads, their Deputies and all staff. The policy will be updated accordingly.

Reporting concerns

Any concerns about a child's behavior must be reported to the DSL immediately. Concerns will be recorded promptly and securely, including details of observations, conversations and actions taken. If a child is in immediate danger, staff must contact MASH, emergency services or children social care without delay.

Responsibilities

The DSLs or those deputising for them, is responsible for:

- Adhering to the Havering LSCB, LA and setting procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns, at the setting, about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from child level records.
- Ensuring that an indication of further record-keeping is marked on the child level records.
- Checking the attendance of children subject to a Child Protection Plan on daily basis.
- Ensuring that any child currently who is subject to a Child Protection Plan who is absent without explanation is referred to MASH.
- Ensuring that where any child currently who is subject to a Child Protection Plan leaves, their information is transferred to the new setting or school if known immediately and that the child's social worker is informed.

Supporting Children

We recognise that a child who is abused or witnesses violence and/or abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

We recognise that the setting may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our setting will support all children through:

The Early Years Foundation Stage curriculum

The setting ethos

We encourage self-esteem and self-assertiveness whilst not condoning aggression or bullying.

We will promote a caring, safe and positive environment within the Pre-School, giving children a sense of being valued.

We will ensure children know there are adults in the Pre-School whom they can approach if they are worried.

We will liaise and work together with all other support services and those agencies involved in the safeguarding of children.

We will notify MASH as soon as there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leaves the Pre-School by ensuring that appropriate information is forwarded under confidential cover to the child's new setting or School.

Confidentiality and Information Sharing

We recognise that all matters relating to Child Protection are confidential. Department for Education (DfE), information sharing protocols will be adhered to at all times. Information about safeguarding concerns will be shared on a need to know basis only, following GDPR and safeguarding guidelines. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and all staff must be aware that they cannot promise a child to keep secrets. Parents and carers will be informed of concerns unless doing so would put the child at further risk.

Supporting Staff

We recognise that staff working in the setting who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find

the situation stressful and upsetting. We will support such staff by providing an opportunity to discuss the situation with the DSLs and to seek further support as appropriate.

Safer Recruitment

Our setting will ensure that we practise Safe Recruitment. All staff, volunteers and visitors working with children are subject to rigorous background checks, including an enhanced Disclosure and Barring Service (DBS) check. Recruitment adverts will highlight the priority that the setting places on this and the setting's commitment to safeguarding. The setting will follow the guidance set out in Safeguarding Children and Safer Recruitment in Education in line with the Local Authority and London Safeguarding Children's Board procedures. Staff must complete safeguarding training prior to induction and attend regular updates. Staff must adhere to Wingle-Tye's Code of Conduct, ensuring professional and appropriate behavior at all times.

Allegations against staff

We understand that a child or 3rd party may make an allegation against a member of staff.

We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.

We will be guided by Working Together 2013 which defines an allegation as:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that s/he is unsuitable to work with children.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Director /Manager, this must be done within one working day.

The Director / Manager on all such occasions will discuss the content of the allegation with Local Authority Designated Officer (LADO). 01708 431653

If the allegation made to a member of staff concerns the Director / Manager, the DSLs will immediately inform Havering Early Education Inclusion Team who will consult with the Local Authority Designated Officer (LADO), this must be done within one working day.

The setting will not internally investigate unless instructed by the LADO.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. We encourage staff to raise concerns about unsafe practices or misconduct. Concerns will be handled confidentially and no staff member will face discrimination for reporting safeguarding issues.

Further information is available in our separate policy on whistleblowing.

Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature, which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury as a result of physical intervention Child Protection processes must be adhered to.

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racial Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

We recognise that the setting plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The setting community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the setting whom they can approach if they are worried or in difficulty.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the setting environment and when away from setting when undertaking setting trips and visits.

Other Relevant school policies

This policy should be read in conjunction with other Pre-School policies involving welfare. These policies are:

- Whistleblowing Policy
- Physical Intervention Policy
- Behaviour Policy
- Anti-Bullying Policy
- Racial Incidents Policy