



Registered Charity No: 1130840  
School Mead, Abbots Langley, WD5 0LB  
01923 274483

## **Safeguarding Children (child protection) Policy**

### **Statement of intent**

Breakspeare Community Preschool will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

### **Aims**

Our aims are to carry out this policy by:

- promoting children's right to be strong, resilient and listened to by promoting British Values and creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- promoting children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

### **The legal framework for this work is:**

#### *Primary legislation*

Children Act (1989)

Protection of Children Act 1999

Data Protection Act 1998

GDPR 2018

Prevent Duty Guidance 2015

The Children Act 2004 (Every Child Matters)

Safeguarding Vulnerable Groups Act (2006)

#### *Secondary legislation*

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Equalities Act (2010)

Data Protection Act (1998) Non Statutory Guidance

#### *Guidance*

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What to do if you are worried a Child is Being Abused (2015)

Working Together to Safeguard Children (HMG 2018)

The Common Assessment Framework for Children and Young People (CWDC 2010)

Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

### **Liaison with other bodies**

- We work within the Area Hertfordshire Safeguarding Children Board (HSCB) and the Children, Schools and Families department guidelines. We work with HSCB, Prevent Co-ordinators, Channel Police Practitioners and the police to ensure the children are safe from harm, radicalisation or extremism.
- We have a copy of 'What to do if you a worried a child is Being Abused' for parents and in the staff induction pack.
- We have procedures for contacting the local authority on safeguarding issues.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the Children's Services, we act within the Hertfordshire Safeguarding Children Board guidance in deciding whether we must inform the child's parents at the same time.

### **Key Commitment 1**

Breakspeare Preschool is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

### **Staffing and volunteering**

- We have 2 Designated Senior Persons who take the lead responsibility for safeguarding children, liaising with the Herts Safeguarding Children Board and other statutory children's agencies as appropriate. Our designate persons also attend child protection training. These are:

**Lyn Collier, Carrie Peppett**

- Our lead person for Prevent Duty is

**Lyn Collier**

- We provide adequate and appropriate staffing resources to meet the needs of children.
- All staff complete training that enables them to recognise signs of potential abuse and neglect. They understand our safeguarding policies and procedures and we ensure that parents are made aware of them too.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

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- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We record information about staff qualifications, the identity checks and vetting processes that have been completed including: DBS check reference numbers, the date the disclosure was obtained and details of who obtained it.
- We abide by OFSTED requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to children.
- We abide by 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 a child protection concern and will make a referral to the DBS as is our duty.
- We inform staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings that may affect their suitability to work with children (whether before or during their employment with us). Staff sign a disqualification declaration on a yearly basis.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act 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.
- All staff, volunteers and visitors are expected to comply with our Esafety policy.
- We have procedures for recording the details of visitors to the setting.
- We take 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.

## Key Commitment 2

Breakspeare 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 'What to do if you are worried a child is being abused' (HMG 2015)

### Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through: significant changes in their behaviour, deterioration in their general well-being, their comments which may give cause for concern, or the things they say (direct or indirect disclosure), changes in their appearance, their behaviour or their play, unexplained bruising, marks or signs of abuse or possible neglect and any reason to suspect neglect or abuse outside the setting.
- 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.

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- 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 in spirit possession, sexual exploitation, female and male genital mutilation, risk of radicalisation or being drawn into terrorism or extremism that may affect or may have affected children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, forced marriage or honour based violence or may be victims of child trafficking.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored in the Safeguarding File.
- Staff at Breakspeare Community Preschool will take care not to influence the outcome either through the way they speak to children or by asking questions of children.

### **Recording suspicions of abuse and disclosures**

Where a child makes a comment to a member of staff that give cause for concern (disclosure) or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour, deterioration in wellbeing, unexplained bruising, marks or signs of possible abuse or neglect the member of staff:

- Listens to the child, offers reassurance and gives assurance that he or she will take action.
- Does not question the child
- Makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or disclosure, the exact words spoken by the child as far as possible, the name of the person to whom the concern was reported, the date and times and the name of any other person present at the time.

The member of staff acting as the 'designated person' is informed of this issue at the earliest opportunity.

These records are signed and dated and kept in the Safeguarding file.

### **Informing parents**

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Hertfordshire Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern

### **Allegations against staff**

- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We follow the guidance of the Hertfordshire Safeguarding Children Board when responding to any complaint that a member of staff or volunteer has abused a child.

- We 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 requirements of their usual roles and responsibilities.
- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate.
- We also report any alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by social services in conjunction with the police.
- Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

### Disciplinary action

- Where a member of staff or a volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

### Key Commitment 3

Breakspeare Preschool is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

### Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and the risk of children being drawn into terrorism and radicalisation so that staff are aware of the local authority guidelines for making referrals.
- We ensure that all the staff know the procedures for reporting and recording their concerns in the setting.

### Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others.

### Curriculum

- We introduce key elements of child protection 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 so that they develop 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 colour, ethnicity, languages spoken at home, cultural and social background.



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- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Hertfordshire Safeguarding Children Board.
- 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 procedure and only if appropriate under the guidance of the Hertfordshire Safeguarding Children Board and Children's Services.

### **Support to families**

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues 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 social services department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.

### **Use of Technology and Photography:**

- See Esafety policy

### **Offsite Arrangements for Staff and Parents:**

- Staff are employed by Breakspeare Community preschool between the hours of 8.45am and 4pm. Breakspeare Community Preschool will not be held responsible for staff/parent contact outside opening hours. Any preschool issues should be dealt at the setting using policy procedures.

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**Appendix A – Indicators of Abuse and Neglect**

The framework for understanding children’s needs:



**Working Together to Safeguard Children (DFE, 2015)**

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school

Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

### Emotional abuse

*Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).*

### Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen

	watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
<b>Parent</b>	<b>Family/environment</b>
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

### Neglect

***Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.***

### Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery

Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

### Sexual 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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.*

### Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
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Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Signed by new employee as part of Induction to preschool:

Name:..... Signature:.....



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This policy was adopted at a meeting of Breakspeare Community Preschool on: .....

Signed on behalf of the Committee

Name:..... Signature:.....

Signed on behalf of the Preschool

Name:..... Signature:.....

This policy will be reviewed annually in December.

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