



## **Safeguarding and Child Protection Policy 2025/2026**

**To be implemented alongside the Whistleblowing and Low-Level Concerns policy**

### **Policy Details**

This policy was adopted at a meeting of **St John's Pre-school**

Held on **18/09/2025**

Date to be reviewed Insert **18/09/2026**

Signed on behalf of the management

Name of signatory **Claire Speakman**

Role of signatory (e.g., chair/owner) **Manager**

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## PART A – Operational Child Protection and Safeguarding Procedures

### Purpose of Policy

The purpose of this safeguarding and child protection policy is to ensure every child who attends St John's Pre-school is safe and protected from harm. The Department for Education's (DfE) [Keeping Children Safe in Education](#) (sometimes referred to as KCSIE), defines safeguarding and promoting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

The term 'children' includes everyone below the age of 18. The commitment to safeguarding and promoting the welfare of children, however, will extend to all children who visit our setting.

The Committee and Management Team take seriously their responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our setting to identify, assess, and support those children who are suffering, or likely to suffer, harm. This includes child on child abuse and risks outside the home.

This policy will give clear direction to all stakeholders (including children, staff, parents, committee members, volunteers, and visitors), about our expectations and legal responsibility to safeguard and promote the welfare of all children at our setting in line with current legislation, guidance and best practice.

The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other elements of our provision and policies are in place to enable children to feel safe and adopt safe practices;
- Staff, children, committee, visitors, volunteers and parents are aware of the expected behaviours' and the setting's legal responsibilities in relation to safeguarding and promoting the welfare of all of our children.

This policy has been written in line with the Department for Education (DfE) [Keeping Children Safe in Education](#) and is a requirement of the and with reference to the following key documents and statutory guidance:

- [Working Together to Safeguard Children](#)
- [What to do if you are worried a Child is being Abused](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- [Prevent Duty](#)
- [Halton Safeguarding Children Partnership – Pan-Cheshire Multi-Agency Safeguarding Children Procedures](#)
- [Guidance for Safer Working Practice 2022](#)

This policy should be read in conjunction with the following policies relevant to the safeguarding and welfare of children:

- Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff
- Whistleblowing
- Visitor or intruder on the premises
- Uncollected Child
- Missing Child
- Incapacitated parent/carer
- Death of a child on-site
- Looked after child
- E-safety
- Key person supervision
- Staff personal safety
- Threats and abuse towards staff and volunteers
- Emergency evacuation and lock-down
- Fire Safety
- Accidents and emergency treatment
- Administration of medicine
- Safer Recruitment

We will include our Safeguarding Policy on our settings website and will display copies of our policy in the setting. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the setting. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those working directly with the children. Similarly, any member of staff may observe or suspect an incident of abuse. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Therefore, all adults, including volunteers, working in or on behalf of the setting will:

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mindset of "it could happen here"
- Do all they can within the capacity of their role, to ensure that children are protected from harm
- Be fully aware of the importance of mental health in relation to safeguarding
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Be clear that children can abuse other children, that it can happen both inside and outside of the setting and will have received training on recognising the indicators and signs of child-on-child abuse.
- Demonstrate an understanding of the importance of challenging all inappropriate behaviours between peers, such as those listed within Keeping Children Safe in Education
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible
- Report low-level concerns to the DSL
- Monitor all children, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the Manager (using the setting's agreed policy for managing allegations and low-level concerns policy)
- Be alert to emerging problems that may warrant early help intervention, particularly those identified in Part 1 of KCSIE. Be aware of the early help process and their role in it. All staff should be reporting emerging problems that may warrant early help intervention
- All staff, if they have concerns, should act immediately and should always speak to the DSL or Deputy, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances, staff will consider speaking to iCART to discuss safeguarding concerns if the DSL is not immediately available as all staff are aware that ANYBODY can make a referral.
- **All** staff should be aware of the process for making referrals to children's social care via iCART [Halton Safeguarding Children Partnership - iCART](#) and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

## Key Contacts

Manager – Claire Speakman - 07851439994

Designated Safeguarding Lead – Claire Speakman

September 2025

Deputy Designated Safeguarding Lead – Sandra Grimwood – 0151 4202942

Committee member with responsibility for Safeguarding – Sophie Sharples - 07793679980

Halton Children and Young People Safeguarding Partnership's Integrated Contact and Referral Team (iCART): [Halton Safeguarding Children Partnership - iCART](#) 0151 907 8305.

Out of hours emergency duty team: 0345 050 0148

Local Authority Designated Officer: Andrew Chisnall:

[safeguarding.adminteam@halton.gov.uk](mailto:safeguarding.adminteam@halton.gov.uk) and [LADO@halton.gov.uk](mailto:LADO@halton.gov.uk) 0151 511 7122.

Ofsted: 0300 1231231 or email [enquiries@Ofsted.gov.uk](mailto:enquiries@Ofsted.gov.uk)

## Roles and responsibilities

The management Committee has responsibilities under section 11 of the Children Act and duties under Working Together to Safeguard children to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer significant harm. We recognise that all staff, volunteers and management have a full and active part to play in protecting our children from harm, and that the child's welfare is always our paramount concern.

The **Committee** will also ensure the following: -

- the setting prevents people who pose a risk of harm from working with children by following safer recruitment practices, ensuring the Manager, as well as other staff and Committee members involved in recruitment and induction have completed 'Safer Recruitment' training
- all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- the safe and appropriate use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities used in the setting.
- the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers "to have due regard to the need to prevent people from being drawn into terrorism" (The Prevent Duty) is implemented, taking into account the Local authorities 'Prevent' policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS (Early Years Foundation Stage).
- Our procedures will be annually reviewed and updated.
- the policies, procedures and training for all staff, Committee members and volunteers are effective and comply with the law at all times, both at induction and throughout the duration of their time at the setting;
- safeguarding policies and procedures are followed by all staff, Committee and volunteers

- they appoint a DSL and Deputy DSL(s) and ensure that they are provided with appropriate support, training, resources and time to carry out their role
- they nominate a Committee member body to act as 'Designated Safeguarding member', who is sufficiently trained
- the setting contributes to inter-agency working in line with statutory guidance [Working together to safeguard children](#)
- safeguarding procedures take into account local guidance including [Halton's Levels of Need Framework](#)
- all staff members, Committee and volunteers undergo safeguarding training (including online safety) at induction
- all staff, volunteers and Committee members are aware of child-on-child abuse,
- DSLs (Designated Safeguarding Lead) and all staff, volunteers Committee members are trained and updated regarding safeguarding regularly
- children are safe online by ensuring that appropriate filters and monitoring systems are in place
- safeguarding is embedded within the curriculum
- All staff and volunteers maintain and demonstrate a mindset of 'it could happen here'
- there are procedures in place to manage allegations against staff, managers, volunteers, Committee members and other staff, including supply staff, that may meet the harm threshold,
- there are procedures in place to manage low level concerns and allegations relating to adults in the setting, which do not meet the harm threshold;
- staff in the setting are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs
- all practice and procedures operate with the **best** interests of the child at their heart
- all staff are aware of safeguarding issues and vulnerabilities associated with Looked after children (LAC) and Post LAC
- All staff and volunteers understand the circumstances where it may be necessary to self-report incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out in the code of conduct for staff

## Designated Safeguarding Lead and Deputies

The EYFS states:

'In every setting a practitioner must be designated to take lead responsibility for safeguarding children. The Designated Safeguarding Lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners. All practitioners must be alert to any issues of concern in the child's life at home or elsewhere'.

'The designated safeguarding lead (DSL) must provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required. The DSL must attend a training course consistent with the criteria set out in Annex C'.

'Providers must ensure that all practitioners are trained in line with the criteria set out in Annex C. Providers must ensure that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis'.

It is essential that all members of staff and any volunteers know who this designated practitioner is, and what to do if that person is not available when an urgent safeguarding concern arises.

The Role and Responsibilities of the Designated Safeguarding lead (DSL) include but are not limited to:

- To ensure all staff and volunteers are aware of what they should do and who they should go to if they are concerned that a child/young person may be subject to any form of abuse;
- To ensure any concerns about a child/young person are acted on promptly, clearly recorded, referred on where necessary and, followed up to ensure the issues are addressed;
- To ensure records of all concerns, discussions and decisions made, including the rationale for those decisions, are detailed, accurate and secure;
- To record any reported incidents in relation to a child/young person or breach of Child Protection policies and procedures. This must be kept in a secure place and its contents must be confidential;
- To ensure any concerns about the actions of any member of staff, volunteer, or person living or working on the premises are acted on promptly, clearly recorded, referred on where necessary and followed up to ensure the issues are addressed;
- To liaise with the Registered Provider and ensure they are fully aware of any serious concerns within the setting;
- To ensure information is shared when necessary, in line with Working Together to Safeguard Children guidance, and that information and records are passed on to the appropriate person if the child transfers to another setting or school;
- To take lead responsibility for online safety and understanding the filtering and monitoring systems which are in place;
- Take lead responsibility for safeguarding and child protection;
- Act as a point of contact with the 3 safeguarding partners;



- Manage referrals to iCART (including early help referrals and the use of Halton's Assessment Toolkit), Police (including PREVENT) and other relevant agencies;
- Work together with other agencies in order to improve outcomes for children, acting as navigator (formally lead professional) where best placed to do so on Multi Agency Plans (MAPs);
- Undertake Prevent awareness training - [https://www.elearning.prevent.homeoffice.gov.uk/prevent\\_referrals/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html)
- Update their skills and knowledge on a regular basis;
- Raise awareness of safeguarding throughout the setting and act as a point of support for all staff;
- Ensure that this policy is reviewed annually and is available publicly;
- Ensure that parents are aware of the settings responsibilities regarding safeguarding and child protection, including child on child abuse and online safety;
- Maintain accurate safeguarding records that are stored securely;
- Be available during setting hours;
- Arrange cover of DSL role for any out of hours/out of term activities;
- Represent the setting in multi-agency meetings and submit relevant reports in a timely fashion;
- Be provided with appropriate support and supervision in order to carry out the role safely and effectively
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding);
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them;

- Know how to escalate concerns;
- Know how to build a safer organisational culture;
- Ensure safer recruitment;
- Be responsible for the sharing of child protection files when a child moves to a new setting, or school within 5 days, in line with Keeping Children Safe in Education and Halton's STAR Protocol (Appendix D).

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the DSL.

**All adults** working in this setting (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse, neglect or exploitation to the Designated Safeguarding Lead (DSL).

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Refer to Halton continuum of Needs appendix B)

Arrangements are in place to ensure that the Designated Safeguarding Lead or their deputy is available at all times.

If a child is in immediate danger or is at risk of harm, a referral will be made to iCART and/or the police immediately.

## **Safeguarding Children & Early Help**

St Johns Pre-school is committed to providing our families with the right help at the right time. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Any child may benefit from early help, but ALL staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need
- is a young carer;

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- Has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Is at risk of so-called 'honour' based abuse such as Female Genital Mutilation (FGM);
- is a privately fostered child;
- may experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation;
- Has English as an additional language;
- has returned home to their family from care;
- is in care, previously looked after or any child not growing up with their birth family;
- is showing early signs of abuse, neglect or exploitation;
- is an asylum seeker;
- any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or child may benefit from early help
- ALL staff and volunteers will use the setting's agreed format for letting the DSL know about early help requirements
- All staff and volunteers understand that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
  - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
  - communication barriers and difficulties in managing or reporting these challenges.
  - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
  - At *St Johns Pre-school* any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or a deputy) and the SENCO.
- DSLs will undertake a MAP (Level 2) assessment, when appropriate, to identify what early help is required. A MAP is a Multi-Agency Plan (MAP).

In order to best support children and families, St John's Pre-school will participate fully in the Early Intervention/MAP process and will take on the role of 'Navigator', where appropriate. To support this, St John's Pre-school will ensure that a member of staff is fully trained to use an electronic MAP which sits within the Eclipse database.

The MAP process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. St John's Pre-school recognises that should a family not provide consent, this may require a review of the Level of Need, as refusal to provide consent may increase the risk to the child and subsequent consultation with iCART (Integrated Contact and Referral Team) would be required.

The Early Intervention Locality Teams in Halton develop and maintain strong links to universal services, offer named link workers to key services, direct family support and offer support advice and guidance to professionals. The Senior Early Help Officers and MAP Champions also offer oversight of MAPs to ensure the level of need is correct. The locality teams are located in Widnes and Runcorn.

Halton Borough Council's 'Halton Family Hubs' provide support for children and young people from birth until they reach the age of 19 (or up to 25 for young people with special educational needs and disabilities). They will bring council, health and community services together so that families can access the right support at the right time.

Contact should be made with a Senior Early Help Officer, located within the Early Intervention Locality Teams or iCART team, for advice and support around the MAP

process and for help to identify the most appropriate support services for a family's identified needs. If a MAP is already open and risks are increasing or the plan is not progressing, to request a step up to social care, the setting should contact iCART. The contact number is 0151 907 8305.

## **Child in Need and Child Protection Procedures**

St John's Pre-school is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse, including child on child and domestic abuse.
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout the setting by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates and training, such as prevent, fgm, breast ironing witchcraft, etc (staff have noodle now accounts with access to wide range of courses).
- ALL staff and volunteers feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE and know that children can be at risk of harm inside and outside of the setting, inside and outside of the home and online. Staff exercising professional curiosity and knowing what to look for is vital in the early identification of abuse and neglect so they are able to identify cases of children who may be in need of help and protection
- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Child on Child Abuse, Online, Child Criminal Exploitation (Including through County Lines), Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Forced Marriage, Domestic Abuse (as either a direct victim or witness) and others
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse and staff understand that abuse, neglect and exploitation issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.
- ALL staff and volunteers, but especially the Designated Safeguarding Lead (and deputies) consider whether children are at risk of abuse or exploitation in

situations outside their families. They know that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- All staff, if they have concerns, know these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of iCART to discuss safeguarding concerns if the DSL is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are always child-centred in their practice and act in the best interests of the child
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse.

## **Responding to Disclosures and Referrals to Children's Social Care**

ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse. Staff, committee members, volunteers and other adults working in the setting know they must:

- Listen and keep calm. Do not interrupt
- NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why
- Observe visible bruises and marks, but do not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Make a record of what has been said immediately afterwards in words used by the child and yourself to the best of your memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e., any visible injuries including the position and description, the demeanour of the child i.e., crying, withdrawn etc.

- Clearly indicate whether fact, opinion or third-party information
- Report the matter immediately to the Designated Safeguarding Lead
- If in doubt, seek advice from the Designated Safeguarding Lead

**They will not:**

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead
- Take photographs of any marks or bruises

In addition, though all staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

All members of the setting community have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the setting community has a safeguarding concern regarding a child, they should contact the Designated Safeguarding Lead without delay. Staff and committee members should not investigate possible abuse, neglect or exploitation themselves.

Injuries noted should be reported to the Designated Safeguarding Lead immediately and without delay as it is acknowledged that once an injury occurs, the body will start to heal and therefore evidence will start to diminish.

The Designated Safeguarding Lead will consider the information they have received and will determine what action should be taken by the setting. He/she will refer to the Halton Levels of Need framework to aid this decision making (see Appendix B). He/she must record the outcome of this decision-making process.

If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care, they should contact the Integrated Contact and Referral Team (iCART) for advice (See Appendix B for the referral flowchart).

Children's Social Care contact details are as follows:

- **iCART, 9am-5pm Mon-Thursday, 9am-4.30pm Friday: 0151 907 8305**
- **Out of hours Emergency Duty Team (EDT): 0345 050 0148**

If the Designated Safeguarding Lead feels that the concern should be addressed via the Multi Agency Level 2 (MAP) or Levels 3 or 4 (Child in Need and Child Protection), then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead

should consider how to proceed, including if refusal increases the risk of harm to the child. (If required, appropriate translation will be provided, avoiding the use of family or local community members.)

Where the Designated Safeguarding Lead feels that the information indicates that a child is in need of protection (Level 4 – Section 47 only), they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care and to gain consent, unless to do so would place the child at increased risk of harm; for example:

- where sexual abuse involving a family member is suspected or disclosed
- where fabricated or induced illness is suspected
- where to do so would impede an existing criminal investigation

The Designated Safeguarding Lead and/or Deputy will complete, in detail, the Children's Social Care multi-agency referral form (available on the Halton Children and Young People Safeguarding Partnership website [iCART referrals](#)). They will include as much detail as possible relating to the child, immediate and wider family, the allegation of harm, situation, context, environment, risks and protective factors to enable Children's Social Care to react in a timely way. This referral form must be completed within a maximum of 48 hours but sooner when requested. Referral forms **must be accompanied by at least one of Halton's assessment toolkit and screening forms.** [Toolkits](#)

If the setting does not receive an outcome to their referral from Children's Social Care within one working day, the Designated Safeguarding Lead should contact iCART immediately.

If the referral to iCART results in a Single Assessment and a period of Child in Need (Level 3) or Child Protection (Level 4), or a Multi-Agency (MAP – Level 2) assessment and plan, the Designated Safeguarding Lead and/or Deputy will engage thoroughly with the relevant assessment and resulting plan. This includes Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings, or any meeting linked to a child's plan of support, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes. If the referral to iCART results in level 2 support being requested and it is deemed that the setting is the best agency to navigate, then the DSL/DDSL will navigate a level 2 MAP offering support as identified in the assessment.

The DSL and Deputy meet regularly to ensure that decisions made about children who are subjects of Child Protection Plans are agreed and a clear rationale for the decision is documented.

A copy of the child's CP Plan is included in the child's individual safeguarding file.

Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases.



Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.

ALL staff understand that children who perpetrate abuse or display harmful behaviour (including harmful sexual behaviours) should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported.

Specific programmes of intervention and support are offered to children and families who are vulnerable.

Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves, or the environment.

## **Professional Challenge, Escalation and Resolution**

At *St Johns Pre-school* we promote a culture which encourages constructive challenge within our organisation and between organisations; acknowledging the important role that challenge can play in safeguarding children.

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern.

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with Halton Children and Young People Safeguarding Partnership's formal escalation policy to ensure a timely resolution. [The escalation policy can be located here](#)

## **Disclosure to a visiting staff member from another agency**

Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's safeguarding file.

## **Children who have special educational needs and/or disabilities**

The setting understands that children with Special Educational Needs or Disability (SEND) can face additional safeguarding challenges. All children have the right to be safe, yet research shows that disabled children are three times more likely to be abused. A number of factors have been identified as to reasons why these children are more at risk (see bullet points) and as a setting we are aware of these and endeavour to protect all our children.

- a general reluctance of people to believe that disabled children are abused
- limited opportunities to seek help from someone else

- inadequate teaching about personal safety skills e.g., NSPCC pants campaign
- issues relating to the child's specific disability or special educational need, e.g., difficulties in communicating or an inability to understand what is happening

## Incoming Injuries

If a staff member notices a mark or injury on a child, they must report the injury to the Designated Safeguarding Lead (DSL) **immediately** and record that they have done so. Staff should use a body / face map to record the details of an injury/mark, and be as specific as possible about size, shape, location and colouration of any mark or injury.

If a staff member notices a mark or injury on a child **on arrival** at the setting, the staff member should complete an '**Incoming injuries**' form (detailing the time the injury was noticed). This should be done with the person who has brought the child to the setting present, the explanation of the injury should be recorded as described, and the form should be signed by the person bringing the child. The staff member should immediately report this to the Designated Safeguarding Lead (DSL). If a staff member does not notice the mark or injury on arrival but later into the session, then they must complete an 'Injuries on Arrival Form' retrospectively (detailing the time the injury was noticed). The staff member should immediately report this to the Designated Safeguarding Lead (DSL). The injury should be discussed with the parent when they return, explanation recorded, and the form signed retrospectively.

If the child with an injury has a Social Worker, then the Designated Safeguarding Lead (DSL) must **immediately** report it to them (by telephone and then followed up in writing). If the Social Worker is unavailable by telephone concerns should be discussed with a duty social worker or a team manager. **Please note:** it is not appropriate just to email the social worker in these cases; contact must be made with the social worker/duty worker/team manager by telephone, on the same day.

If the child with an injury does not have a Social Worker, then the Designated Safeguarding Lead (DSL) would use their professional judgement to assess the situation. This may involve seeking advice from Social Care depending on the nature of the injury and any history of injuries, in most cases however the Designated Safeguarding Lead (DSL) would usually ask the child's Key Worker/Person to speak to the child's parent and ask how the injury occurred. This information given by the parent must be immediately shared with the Designated Safeguarding Lead (DSL) and accurately recorded. The Designated Safeguarding Lead (DSL) will then assess using their professional judgement if the explanation is plausible and consistent with the children's development level or whether it is a safeguarding issue (if it is safeguarding a cause for concern will be actioned).

When noting explanations from parents/carers regarding injuries staff should record whether a parent/carer volunteered the information on arrival or whether the staff member had to ask for the explanation.

### **Where a staff member believes a parent/carer may be under the influence of alcohol or drugs**

If a parent/carer presents at a setting and a member of staff feels the parent/carer maybe under the influence of Alcohol or Drugs staff member should immediately alert the Designated Safeguarding Lead (DSL). If it is felt that the parent/carer is impaired to such an extent that they are not able to care for the child, and letting the child leave the setting with them would put them at risk, the practitioner should ask if there is another family member who could collect and care for the child. If there is no other suitable and responsible adult available, the setting should contact iCART, and if necessary to prevent the parent from taking the child, the Police. If the parent/carer is not presenting as impaired, the incident should be recorded and any repeat occurrences should be discussed with the parent, including undertaking an early help assessment and signposting to alcohol and substance misuse service where appropriate.

### **Safer recruitment (References)**

St Johns Pre-school follow part 3 of 'Keeping Children Safe in Education' and the EYFS 2025 pay full regard to 'Safer Recruitment' requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check – including recording the reference number, the date it was obtained and details of who obtained it.
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children, including an online search for shortlisted candidates.
- For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the setting will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason they are unsuitable to teach where possible.

St John's Pre-school will obtain a reference before employment. We will;

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their reference
- ensure any references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
- not accept references from a family member
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.

Evidence of staff member's identity (including a birth certificate where possible), required qualifications and the right to work in the UK will be kept in individual personnel files.

All recruitment materials will include reference to the setting's commitment to safeguarding and promoting the wellbeing of children.

*St John's Pre-school* will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments are undertaken for all volunteers **not** engaging in regulated activity.

The following staff have undertaken Safer Recruitment training:

- Claire Speakman
- Sandra Grimwood

The following members of the committee have also been trained:

- Sophie Sharples
- Felicity Price

At least two of the persons named above will be involved in all staff recruitment processes and sit on the recruitment panel.

St John's Pre-school will use the recruitment and selection checklist in Annex D of this policy.

Assurances will be obtained from agencies and other employers that provide staff to work in setting to confirm that appropriate checks have been undertaken.

## Induction

Our staff induction process will cover:

- The Safeguarding & Child Protection policy
- The Online Safety Policy (historically known as 'e-safety')
- The Promoting Positive Behaviour Policy
- The Staff Code of Conduct
- The role of the DSL (including the identity of the DSL and any deputies)
- Whistleblowing Policy

Copies of all these policies and a copy of part one of KSCIE are provided to staff at induction.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

## Whistleblowing - Allegations or Concerns Raised Against Setting Staff, Supply Staff and Other Adults in the setting

All staff will be aware of and work within the settings **Code of Conduct** and other relevant policies and procedures. The **Staff Code of Conduct** will include guidance for staff regarding the expectations of the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities used in the setting.

Where allegations against a staff member, volunteer, committee member or supply staff are made, the Manager should be notified *immediately* and in line with the procedures set out in the setting's Whistleblowing policy. In the event that the Manager is not available, or the allegation concerns them, the Chair of the committee/Owner of the setting should be contacted. No other members of staff will be asked to manage an allegation about another professional.

## Confidentiality

The setting has a confidentiality policy which should also be referred to

St John's Pre-school recognises that all matters relating to child protection are confidential.

The Manager, Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a need-to-know basis only. Guidance about sharing information can be found in the 2018 document “[Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2024](#)”

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise confidentiality to a child which might result in the child’s safety or wellbeing being compromised.

St. John’s Pre-school will always share our intention to refer a child to Children’s Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

St. John’s Pre-school recognises that children’s welfare is our paramount concern and therefore will use the principles set out in section 1 of the Children Act 1989 in order to inform some decisions regarding information sharing.

St. John’s Pre-school pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). St John’s Pre-School is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as “special category personal data”. Where we would need to share special category personal data, we are aware that the Data Protection Act 2018 contains “safeguarding of children and individuals at risk” as a processing condition that allows us to share information. This includes allowing the setting to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

## **Staff Learning and Development**

St John’s Pre-School is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- At induction, all staff and volunteers committee members will receive Safeguarding Training in line with EYFS Annex C
- At induction, all new staff, volunteers, and committee members will be required to complete Halton Safeguarding Children Partnership Safeguarding Induction Booklet.
- At induction, the following policies/procedures are explained: Safeguarding Policy; Staff Code of Conduct; Staff Handbook; online safety policy, Whistleblowing Policy.

- All staff will complete the basic awareness safeguarding training at least every two years.
- The DSL/s will provide ALL staff, volunteers, and Committee members with regular safeguarding updates through staff briefings, emails to committee members or during committee meetings.
- ALL staff, volunteers and Committee members will read and show an understanding of any updates that are provided. Policies are read and understood, regular questions are asked and questions are also included during staff supervisions. Safeguarding updates are always part of the agenda for committee meetings.
- All DSLs and deputies will attend training in line with the criteria in EYFS Annex C
- DSLs and deputies will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis, such as via Halton Safeguarding Children Partnership's published briefings (available [here](#)) and termly Early Years Leadership Briefings
- DSLs and Staff will access relevant levels of [Prevent Awareness Training](#)
- Ideally two, but at least one member of any recruitment panel will complete Safer Recruitment Training.
- ALL staff, volunteers and Committee will undertake any additional specialised training on matters such as, Prevent, Online Safety, FGM etc., as is deemed necessary by the Manager/DSL and that is particularly relevant to the context and needs of our setting.
- any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s and/or through the supervision process
- Detailed records will be held of staff safeguarding training within the staff files
- Staff attend relevant Safeguarding training provided by Halton's Local Authority. We also have Noodle Now to access any additional training.

A checklist is used as part of the induction process, and thereafter in the performance management process/Supervisions to ensure all compulsory learning has taken place.

Safeguarding is re-visited in staff appraisals and supervisions, to ensure staff are confident and competent in carrying out their safeguarding responsibilities.

Our safeguarding arrangements are reported on an annual basis to our Committee and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

A variety of training and learning materials on safeguarding are made available to ensure staff continually develop their understanding and practice around safeguarding, these include:

- Online learning
- Posters in the staff room detailing referral processes and key topics
- Staff handbook
- Staff induction pack
- Safeguarding induction checklist
- Standing agenda item staff meetings
- Training
- Video
- NSPCC website
- Professional organisations e.g., NDNA, EYLA, PACEY

### **Health and safety, risk assessments and visitors**

Day-to-day responsibility for health and safety issues in St John's Pre-school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training.

St John's Pre-school is committed to keeping children safe by ensuring that visitors do not pose a risk to children at our setting. We therefore ensure that:

- Visitors to the setting must sign the visitor's sheet on arrival and record the time of arrival.
- Visitors must sign out and record the time when they leave the setting
- Visitors are made aware of who to speak to if they are worried about a child
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks, and these are accepted and verified by the manager or DSL.
- Visitors will behave in a way that is compliant with the settings code of conduct
- Visitors will not use mobile phones, cameras and other electronic devices with imaging and sharing capabilities.
- When visitors are undertaking activities with children, content of the activity will be agreed with the Manager or DSL, prior to the visit.

St John's Pre-school also have a 'contractors working on site' policy which will be shared with contractors prior to them coming into the setting or working within the grounds

### **Recording, Maintenance & Transfer of Records**

All safeguarding concerns should be recorded. Staff should ensure when recording information that they clearly distinguish between fact and opinion and whether the information is 1<sup>st</sup> or 2<sup>nd</sup> hand. Records will clearly evidence the voice of the child and



will always be written contemporaneously (at the time the incident happened). If for any reason this does not happen the records should clearly state the time of the incident, the time the records were written up and the reason for any delay.

Records will be maintained by the Designated Safeguarding Lead and Deputy in a Child Protection File separate to the child's main file. Records will be maintained by the Designated Safeguarding Lead and Deputy – including actions and decisions made / outcomes reached and the rationale behind these decisions.

Individual files should be clearly organised in chronological order and all entries should be signed and dated in a legible manner by the person making the entry. This should include their role at the setting. There should be a chronology of events kept on file to enable the Designated Safeguarding Lead and Deputy to have an immediate overview of the case.

Such records will be **stored electronically, this is in accordance with the requirements of the ICO and in line with the settings safe use of electronic equipment policy.**

## **Transfer of Records**

If a child transfers between settings or between settings and a school, the Designated Safeguarding Lead will be responsible for transferring the child's Child Protection File to the new setting/school.

The Designated Safeguarding Lead will follow the Halton STAR Protocol for the transfer of child protection records. See appendix E

- A child's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action, within 5 days, in line with KCSIE and the Halton STAR Protocol.
- The safeguarding file will be sent securely to the DSL at the receiving setting / school
- A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving setting/school
- The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25<sup>th</sup> birthday. Safeguarding records will then be destroyed securely
- Settings will seek advice if any staff are unclear about any aspects of safeguarding record keeping.

## **PART B – Specific Areas of Safeguarding**

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues; reporting any concerns in the appropriate manner to the DSL. Part B of this policy links to other key documents that cover some of these specific areas of safeguarding in more details. Further information on specific areas of safeguarding can be found within Part 1 of [Keeping Children Safe in Education and Annex B](#).

### **The Prevent Duty**

All settings are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Under duties imposed within the Prevent Duty Guidance 2023 as part of the Counter-Terrorism and Security Act 2015, setting name will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and have completed the Home Office’s Prevent Training and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in setting.

Designated safeguarding leads (and deputies) should consider if it would be appropriate to share any information with the new setting in advance of a child leaving in relation to safeguarding concerns linked to Prevent.

The setting Lead (Single Point for Contact) for Prevent is: Claire Speakman, Nursery Manager, 0151 4202942

There is now a National Prevent Referral form in operation to report your concerns. If there is reason to believe that a child, young person or an adult associates with those known to be involved with extremism either because they associate directly with known individuals or because they frequent key locations, including online materials, where individuals are known to operate, there is a need to refer to the Prevent Referral Portal. The form can be found [here](#). Once completed you must email it to [prevent@merseyside.police.uk](mailto:prevent@merseyside.police.uk) and copy in [contactandreferraltteam@halton.gov.uk](mailto:contactandreferraltteam@halton.gov.uk). By completing the form, you consent for the referral to arrive with both your dedicated Local Authority safeguarding team and Prevent for a joint assessment.

Guidance around making a Prevent referral can be found [here](#)

[The DfE has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to

complement the Prevent guidance and signposts to other sources of advice and support.

**Halton Borough Council Prevent lead:** Ian Booth [ian.booth@halton.gov.uk](mailto:ian.booth@halton.gov.uk)

The Channel and Prevent contacts within Cheshire Constabulary can be found here:

<https://www.cheshire.police.uk/advice/advice-and-information/t/prevent/prevent/>

**Prevent co-ordinator:** [mark.blake@cheshire.pnn.police.uk](mailto:mark.blake@cheshire.pnn.police.uk)

Alternatively, there are the following national contact is available: Anti-Terrorist Hotline 0800 789 321

Staff at St John's Pre-school will complete the appropriate Home Office training every 2 years. [Prevent duty training - GOV.UK](#)

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the setting may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Statutory guidance on Channel is available at: [Channel guidance](#).

## Mandatory reporting of FGM

KCSIE states '*Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police*'.

Therefore, practitioners *should* personally report to the police cases where they discover that an act of FGM appears to have been carried out, by calling 101. Unless the practitioner has a good reason not to, they should also still consider and discuss any such case with Designated Safeguarding Lead and involve Children's Social Care as appropriate.

If there are suspicions regarding FGM, it is essential that settings take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the police via 999 (for immediate risk) or 101. Alternatively, the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

## **Children not attending – Child Absences**

Even though it is not compulsory for a child to attend St John's Pre-school at the very least, good attendance practice promotes good outcomes for children and can lead to the early identification of more serious concerns for a child.

Our setting has an attendance policy that we share with parents and/or carers. This can be found on our website.

## **Online safety**

St John's Pre-school is committed to keeping children safe online. We therefore ensure that:

- The setting's Online Safety Policy details how we keep children safe when using the internet and mobile technology
- There is a clear and explicit procedure for dealing with mobile phones, cameras and other electronic devices with imaging and sharing capabilities that are brought into the setting by children.
- The setting has appropriate filters and monitoring systems in place regarding use of internet as detailed in the E-Safety
- policy.
- The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE.

As settings increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such our setting ensures that appropriate filters and monitoring systems are in place.

All staff recognise the additional risks that children with SEN (Special Education Needs) and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Committees should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding pfa and the requirement to ensure children are taught about safeguarding, including online safety that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Additional information can be found within Keeping Children Safe in Education.

## Use of electronic devices in the setting

**St John's Pre-school** is committed to keeping children safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. St John's Pre-school will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children
- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the setting
- separate parental consent is obtained if any other agency requests to take photographs of any child
- images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at the setting if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other setting related purposes
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children
- the settings digital camera/s or memory cards must not leave the setting unless this is agreed by the Manager for official setting business
- photos are printed/uploaded in the setting by staff and once done images are immediately removed from the camera's memory
- parents are reminded frequently of the risks associated with posting images of children to social media
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors will not use mobile phones, cameras and other electronic devices with imaging and sharing capabilities in toilet/bathroom areas
- The Code of Conduct outlines when and where staff, volunteers and visitors can use their mobile phones
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Manager and/or Committee.
- Children's use of mobile phones and other devices will be managed under the settings Online Safety Policy.

## Operation Encompass

St John's Pre-school receives police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

<https://www.operationencompass.org/>

The Designated Safeguarding Lead will inform relevant staff of any notification and agree what support (if any) the child should receive.

The definition of domestic violence and abuse is:

“any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.”

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

All staff understand the significant impact that Domestic Abuse can have on a child. The setting follows the guidance set out within this policy to ensure the safety and wellbeing of children. Children who have experienced or witnessed Domestic Violence will be monitored and supported by the setting

### **Other relevant policies**

- **Health and Safety Policy**
- **Risk Assessment Policy**
- **Short trips, outings and excursions**
- **Threats and abuse towards staff and volunteers**
- **Emergency evacuation and lock-down**
- **Accidents and emergency treatment**
- **Administration of medicine**
- **Life-saving medication and invasive treatments**
- **Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff**
- **Visitor or intruder on the premises**
- **Uncollected child**
- **Missing child**
- **Incapacitated parent/carer**
- **Death of a child on site**
- **Looked after child**
- **E-Safety**
- **Key person supervision**
- **Confidentiality, recording and sharing information**
- **Transfer of records**
- **Promoting positive behaviour**
- **Safer Recruitment**
- **Whistleblowing**
- **Staff Code of Conduct**

## APPENDICES

### Appendix A - Definitions of Abuse

#### 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

#### Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- Provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

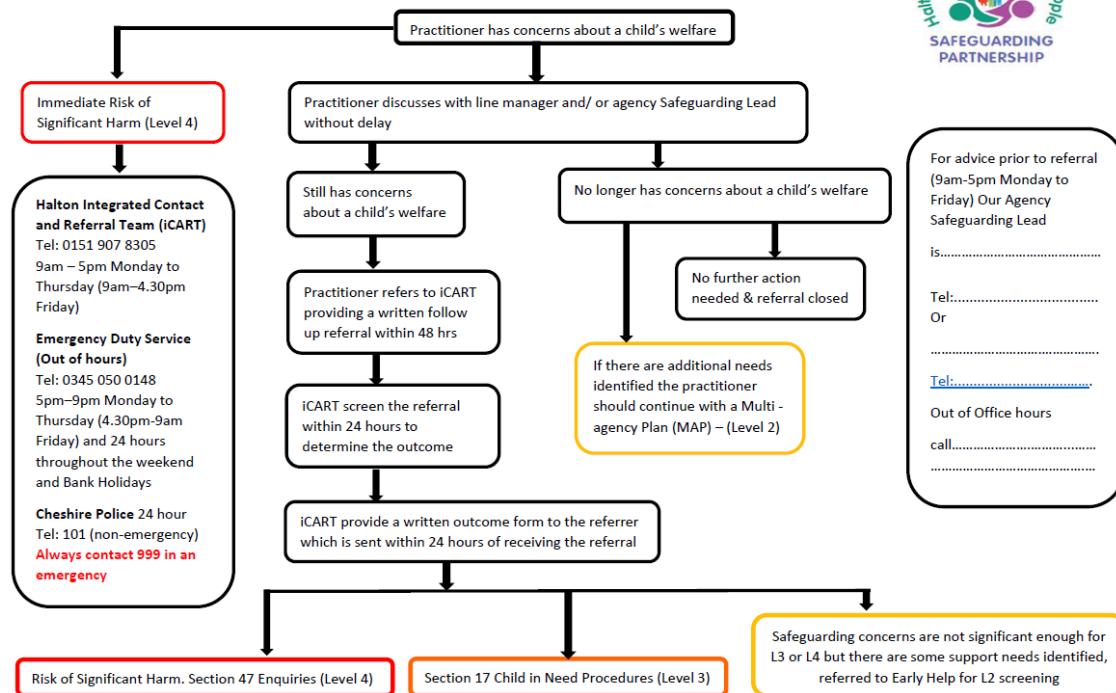
#### Sexual Abuse

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.



## Appendix B – Concerns about child welfare flow chart

### What to do if you have a concern about a child's welfare



[Halton's Continuum of Need Framework can be found here](#)

## Appendix C - Glossary

<b>A Child</b>	A person who has not yet reached their 18 <sup>th</sup> birthday.
<b>Abuse</b>	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
<b>Bullying &amp; Cyberbullying</b>	Behaviour that is: <ul style="list-style-type: none"> <li>• repeated</li> <li>• intended to hurt someone either physically or emotionally</li> <li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li> </ul>
<b>Child Protection</b>	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
<b>Child Abuse Linked to Faith or Belief (CALFB)</b>	Belief in concepts of: <ul style="list-style-type: none"> <li>• witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)</li> <li>• the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)</li> <li>• ritual or muti murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies</li> <li>• use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked</li> </ul>
<b>Child sexual exploitation</b>	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

<b>Children with Special Educational Needs and/or disabilities</b>	<p>SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p>
<b>Contextual Safeguarding</b>	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
<b>Criminal Exploitation</b>	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
<b>Domestic Abuse</b>	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.
<b>Early Help</b>	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
<b>Emotional Abuse</b>	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>

<b>Fabricated Illness</b>	This is a type of physical abuse; the adult will fabricate a child's illness in order to seek unnecessary medical treatment. Signs are exaggerating illness or symptoms, complete fabrication or inducing of symptoms. This may be presented through false allegations of abuse, encouraging a child to appear disabled or ill to obtain unnecessary treatment or support
<b>Female Genital Mutilation (FGM)</b>	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured, or changed, but where there is no medical reason for this to be done.
<b>Forced Marriage</b>	This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a setting or through a third party.
<b>Gangs &amp; Youth Violence</b>	<p>Defining a gang is difficult; They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
<b>Hate</b>	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> <li>• Disability</li> <li>• Race</li> <li>• Religion</li> <li>• Transgender identity</li> <li>• Sexual orientation.</li> </ul>
<b>Honour-based Abuse</b>	HBA (Honour Based Abuse) is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or <b>honour</b> . <b>Violence or abuse</b> can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their <b>honour</b> code.

<b>Incels (Extremist Ideologies)</b>	Involuntary celibates or the Incel communities are radical, mainly online forums populated by disaffected young men and centred on violent misogyny. Some Incels believe that women's political empowerment and ability to select their sexual partners has severely degraded men's social status thus preventing them from having romantic relationships with the opposite sex. Incels may share similarities with extreme right-wing groups. Both groups attribute society's ills to social liberalism, women and ethnic minorities. Racial hatred and far right extremism are also common in some online Incel forums.
<b>Modern Slavery</b>	<p>The Modern Slavery Act 2015 places a new statutory duty on public authorities, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':</p> <p>Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.</p>
<b>Neglect</b>	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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
<b>Peer on Peer Abuse</b>	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.
<b>Physical Abuse</b>	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.
<b>Private Fostering</b>	A private fostering arrangement is one that is made privately for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in

	their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
<b>Radicalisation &amp; Extremism</b>	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
<b>Safeguarding and promoting the welfare of children</b>	<ul style="list-style-type: none"> <li>• Protecting children from maltreatment;</li> <li>• Preventing impairment of children's health or development;</li> <li>• Ensuring that children grow up in circumstances consistent with the provision of safe and effective care</li> <li>• Taking action to enable all children to have the best outcomes.</li> </ul>
<b>Sexting</b>	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
<b>Sexual Abuse</b>	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.</p>
<b>Trafficking</b>	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by</p>

	means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
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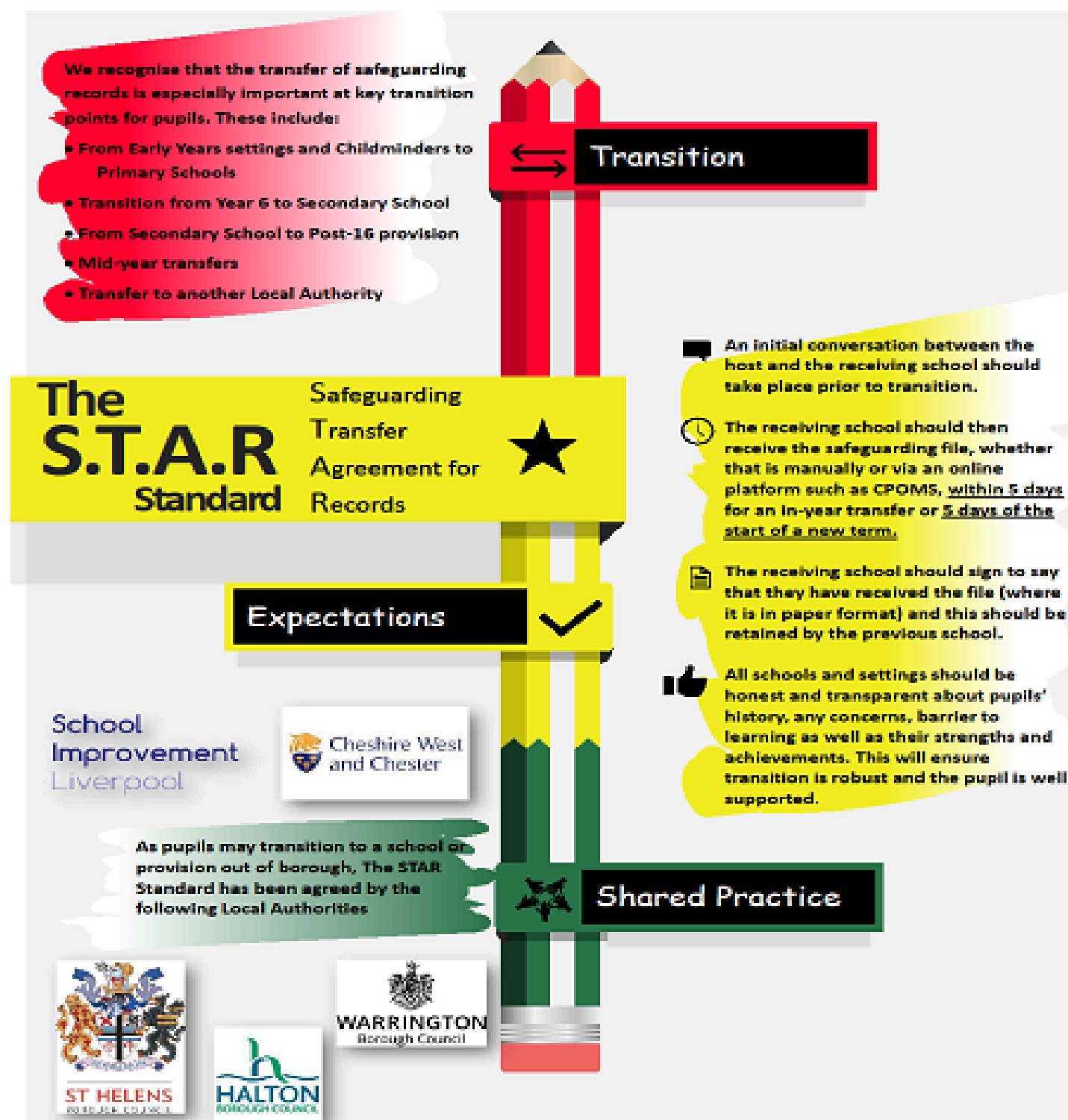
## Appendix D Example Recruitment and Selection Checklist

	Actioned by	Date
<b>Advertise vacancy</b> – includes reference to safeguarding responsibilities and information on the level of DBS required		
<b>Applications</b> – scrutinise application forms, looking for gaps in employment/discrepancies etc		
<b>Short list</b>		
<b>References</b> – either prior to interview (if candidate agrees) or at least prior to employment. Check references against information received on application form		
<b>Self-declaration/disclosure sent to shortlisted candidates</b>		
<b>Interview</b> – discuss any relevant information relating to self-disclosure		
<b>Checks</b> –qualification checks verified on day of interview		
<b>Conditional offer of employment made</b> – subject to relevant checks (e.g. references, DBS)		
<b>References received and checked</b> – if not prior to interview		
<b>References verified</b> – to ensure from legitimate source		
<b>Identity</b> – Birth certificate seen where possible, in order to identify whether a person has changed their name – if so, seek evidence of name change (e.g. marriage certificate)		
<b>Right to work in the UK</b> – evidence seen and checked		
<b>Ofsted Suitability checks</b> – where appropriate (e.g. registered manager, proprietor, trustee, childminder, childminder's assistant)		

<b>DBS certificate</b> – satisfactory DBS received		
<b>DBS barred list</b> – those in regulated activity only		
<b>Health</b> – check candidate is medically fit for the role		
<b>Safeguarding training</b> – and other induction requirements		



## Appendix E Transfer of Records



Transfer Of Records  
Between Schools 2021