

HEADSTART PRE-SCHOOL  
At  
Shevington Vale Primary School  
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*“Where young minds grow, independence is nurtured and inspired lives begin”*

**Headstart Pre-School LTD**  
**Safeguarding Children & Child Protection Policy Including:**

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## 35. Safeguarding – Key Contacts

The welfare, safety and protection of children in the care of Headstart Pre-School LTD is paramount and all adults looking after children have a role in putting appropriate procedures into practice. Headstart seeks to provide an environment in which children feel safe and secure. Staff have a duty of care towards the children attending the setting and with this duty brings responsibilities to ensure that all efforts are made to safeguard children and themselves from suspected or actual harm.

### **1. Staff Responsible**

**Designated Safeguarding Lead** – Mrs Alison Davies

**Deputy Designated Safeguarding lead** – Mrs Emily Lunt

**In the absence of both the above - Deputy Designated Safeguarding lead** – Mrs Beth Ward

### **2. Introduction**

This policy has been developed in accordance with the principals established by:

- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017
- The Safeguarding Vulnerable Groups Act 2006

In addition to these revised documents:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018 (Statutory from 03.09.18).

Other key documents are noted, which have prompted changes to safeguarding requirements over time. This policy references these throughout where relevant:

- GDPR and Data Protection Act 2018
- Information Sharing: Advice for Practitioners 2018
- Sexual Violence and Sexual Harassment between Children in Schools and Collages (guidance document 2018).
- Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (amendment) Regulations 2018.
- Childcare Act 2006 (as amended in 2018).

This policy should also be read in conjunction with Wigan's 'Threshold of Need Document / Procedure (Appendix 1), Wigan's Resolution Policy (Appendix 2) and Safeguarding as part of The Deal (Appendix 17).

### **Safeguarding is defined as:**

- Ensuring that children grow up with the provision of safe and effective care.
- Taking action to ensure all children have the best life chances.

- Preventing impairment of children's health or development and protecting them from maltreatment.

**Child Protection is defined as:**

- Taking timely and appropriate action when we are made aware that a child/ren has been harmed or may be being harmed.

The term 'Safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; nursery behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, this policy is consistent with all other policies relevant to the safety and welfare of our children:

- Staff recruitment, induction, deployment & Development policy
- Behaviour & Anti Bullying policy
- Staff / Volunteer Codes of Conduct
- Health and Safety policy
- Well child policy
- Risk Assessment policy
- Food Safety & Hygiene policy
- Equality and Diversity Policy
- Safer Working Practices
- Whistleblowing Policy (within this policy)
- SEND Policy
- Safer Recruitment Policy

**The aim of this policy is to ensure:**

- All of our children are safe and protected from harm.
- Safeguarding procedures are in place to help children feel safe and learn to stay safe.
- Staff and other adults within Headstart are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.
- Staff are aware of how to stay safe and safeguard themselves.
- All agencies are providing appropriate support to children and young people through adoption of the Early Help framework where appropriate.

**This will be achieved by:**

- Supporting the child's development in ways that will foster security, confidence and independence.
- Providing a high quality, safe and stimulating environment in which children feel safe, secure, valued and respected. And are able to enjoy, learn and grow in confidence. Have positive relationships with adults caring for them and know how to

approach adults if they are in difficulties, believing they will be effectively listened to.

- Raising the awareness of all practitioners of the need to safeguard children, of their responsibilities in identifying and reporting possible cases of abuse and preventing and intervening earlier. Addressing support and social needs of children through the Early Help Framework where needed.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, Headstart Pre-School LTD, contribute to assessments of need and support packages for those children.
- Emphasising the needs for good levels of communication between all members of staff.
- Developing a structured procedure within the pre-school setting which will be followed by all members of the setting community in cases of suspected abuse.
- Ensure that staff have had access to specific training and awareness raising procedures. Including training around:
  - Staff behaviour policy (for safer working practice)
  - D/DSL Training
  - Looked After Children (LAC)
  - Online safety training (staff)
  - Preventing radicalisation
  - Whistle blowing
- Developing and promoting effective working relationships with other agencies, especially the police and Health and Social Care.
- Ensure that all staff working within our pre-school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) and a central record is kept for audit (within the staff file and safe)
- Curriculum – teaching about safeguarding: Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being through the Early Years Curriculum, we aim to meet this target by working towards the Early Years Goals, including:
  - Encouraging children to play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
  - Supporting children to be confident to try new activities, and to say why they like some activities more than others. They are

confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

- Encourage children to talk about how they and others share feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- We have a Behaviour and anti-bullying policy which is used to positively reinforce an environment whereby children respect each other and their environment (see behaviour policy for more details).

See Early Years Curriculum for further guidance on all topic areas.

### **3. Scope & Categories of Abuse**

As outlined above, the term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach through the Early Help framework to keeping children safe that incorporates pupil health and safety; Pre-School behaviour and preventing bullying; supporting pupils with medical conditions; personal, social economic education; providing first aid and site security.

Abuse is defined by: 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. Children may be abused in a family or in an institutional or community by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

All staff are aware of the categories of abuse, which are:

- **Physical Abuse** – A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. 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 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 upon 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 abuse is involved in all types or maltreatment of a child, although it may occur alone.

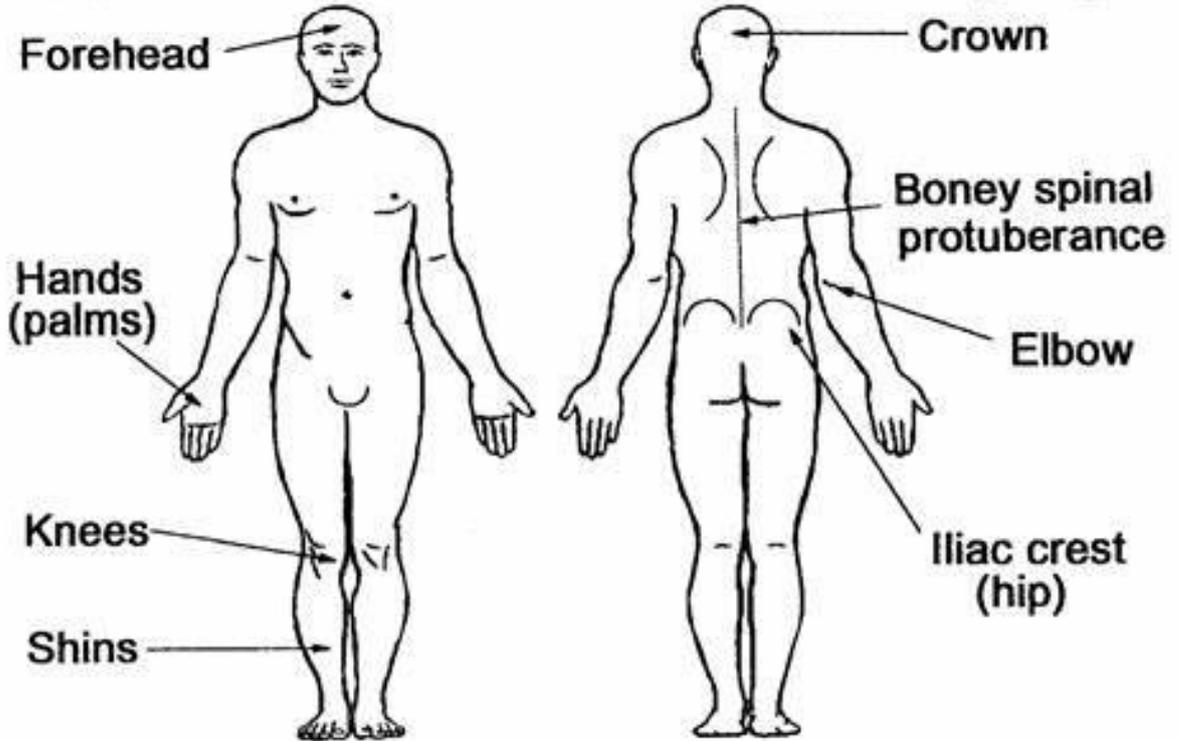
- **Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what's happening. The activities may involve, physical contact, including assault by penetration (for example 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **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. 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:
  - Protect a child from physical and emotional harm or danger.
  - Ensure adequate supervision (including the use of inadequate caregivers).
  - Ensure access to appropriate medical care or treatment.
  - It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

(Full details are available in the glossary and appendix 3).

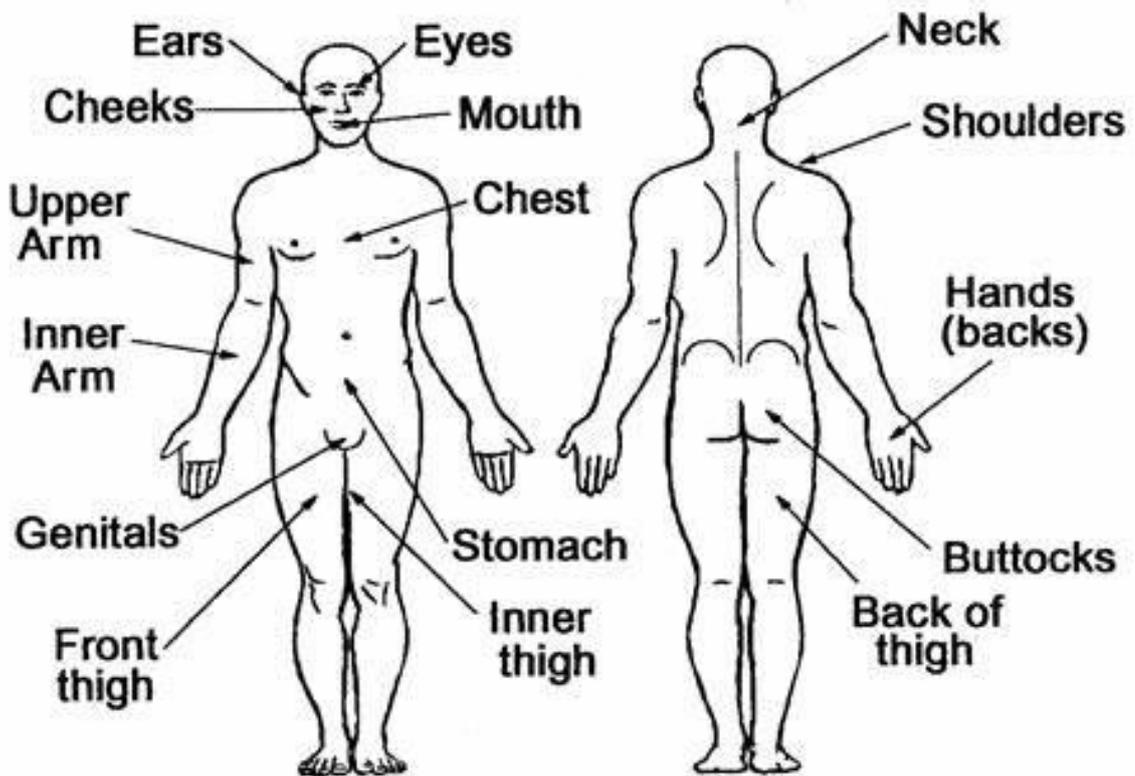
This policy assumes that any of the categories of abuse could be disclosed within the Borough of Wigan, and gives further information relating to individual types of abuse within this document in line with advice and guidance within Keeping Children Safe in Education 2018.

Please see image on next page as guidance:

## Common sites for accidental injury



## Common sites of Non-accidental injury



#### **4. Expectations**

Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.

All staff understand that:

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of all children.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should acknowledge that deliberately invented/ malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/ or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children at any time.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity.
- Staff and managers should continually monitor and review practice to ensure this guidance is followed.
- Staff should be aware of and understand this policy and all the details held within it.

#### **All staff are:**

- Familiar with this safeguarding policy and have had an opportunity to contribute to its review.
- Alert to signs and indicators of possible abuse.
- Able to record and report concerns set out in this policy.
- Able to deal with disclosure of abuse from a child.
- Involved in the implementation of individual education programmes, integrated support plans, care plans, child in need plans and interagency child protection plans as required.

We recognise that all adults, including temporary staff and volunteers, have a full and active part to play in protecting children from harm, and that the child's welfare is our paramount concern.

All staff believe that our pre-school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise that a child who is; neglected, abused or witnessed violence may feel helpless and humiliated; may blame themselves and find it difficult to develop and maintain a sense of worth.

We recognise that the Pre-school may provide the only stability in the lives of children who have been abused or are at risk of harm.

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

We recognise that the Early Help Framework provides opportunities to intervene early and prevent safeguarding issues developing, as well as providing a framework for appropriate support to be wrapped around the child and their family.

For more information see Appendix 14: Guidance for safer working practice for those working with children and young people in education settings: May 2019.

## **5. Responding to Concerns and Disclosures of Abuse**

Prior to recording signs of 'abuse' or that believed to be potential 'abuse' staff must check the child's application pack for notes in the 'previous medical history' and 'birth mark' sections as well as the accident file for both home and setting accident reports – these must be taken into account before moving forward.

Staff adhere to the following Do's and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

### **Do:**

- **Create a safe environment by offering** the child a private and safe place if possible.
- **Stay Calm** and reassure the child and stress that he/ she is not to blame and they are right to disclose the information.
- **Listen** to what is being said without displaying shock or disbelief and accept what a child is saying is true.
- **Tell** the child that you know how difficult it must have been to confide in you.
- **Tell** the child what you are going to do next.

- **Allow time for the child to talk openly** (do not 'put words into a child's mouth'). Instead **Use the 'tell me', 'Explain', 'describe'** and/ or mirroring strategy.
- **Tell the only Designated or Deputy Safeguarding Lead** – and no other staff members.
- **Record** in detail using the Welfare Concern Record (Appendix 5) without delay, using the child's own words where possible.

**Don't:**

- Take photographs of any injuries.
- Postpone or delay the opportunity for the child to talk.
- Take notes while the pupil is speaking or ask the pupil to write an account.
- Try to investigate the allegation yourself.
- Promise confidentiality, e.g. say you will keep 'the secret'.
- Approach or inform the alleged abuser.
- Discuss the conversation with anyone else other than the D/DSL.

All staff record any concerns or disclosures of abuse or neglect and report this to the D/DSL using the standard form (Appendix 5) Which can be found in the safeguarding file (lockable office cupboard). It is the responsibility of each adult in the Pre-school to ensure that D /DSL receives the record of concern without delay. In the absence of the D/ DSL, staff will seek advice direct from Children's Social Care.

In some circumstances, the D/DSL or member of staff seeks advice by ringing Children's Social Care on the Single Point of Access number: 01942828300 / <https://apps.wigan.gov.uk/ChildReferral/>

**Staff will record:**

- Child's Name
- Child's Address
- Age of the Child and D.O.B
- Date and time of the observation or disclosure.
- EXACT words spoken by the child
- EXACT position and type of injuries or marks seen.
- EXACT observation of an incident including any other person present at the time.
- Any discussion held with the parent/ carer (where deemed appropriate).
- Signed and dated by staff present

During term time, the DSL and / or DDSL is always available during Pre-school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and children are encouraged to express and have their views given due weight in all matters affecting them.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/ DSL will not share information where there are concerns that if doing so would:

- Place a child at increased risk of significant harm.
- Place an adult at increased risk of physical harm.
- Prejudice the prevention, detection or prosecution of a serious crime.
- Lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

Our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the Pre-school and, for example, in relation to internet use, and when away from the Pre-school, undertaking off site trips and visits. The policy sets out how Headstart Pre-school maintains the security of the premises in response to potential threats to the staff/ children and visitors to the setting.

**Headstart Pre-School LTD will ensure that:**

1. The Owner/ Manager takes seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to works together with other agencies to ensure adequate arrangements are within the Pre-School to identify, assess, and support those children who are suffering/ at risk of suffering abuse and neglect. Their work as Owner/ Manager includes:
  - As key strategic decision maker and vision setters for the Pre-school, the Owner/ manager and deputy manager will make sure that the policies and procedures are in line with National and Local safeguarding requirements. The owner / manager will also work with the senior leaders to make sure the key actions set out in: 'Safe Setting Safe Staff' are in place.
  - Ensuring this Safeguarding, Child Protection and Early Help policy is updated as appropriate and will be available to all staff together with a staff Code of Conduct Policy at all times.
  - Ensuring the Pre-school operates safer recruitment procedures by making sure that there is at least one person on every recruitment panel that has completed Safer Recruitment Training.
  - Ensuring there are procedures for dealing with allegations of abuse against staff and volunteers and to

make a referral to the Disclosure Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.

- Being aware that Disqualification by association is no longer allowed within Pre-school settings, although Disqualification under the Childcare Act 2006, still applies to staff themselves.
- Ensuring a senior leader is appointed with the Designated Safeguarding Lead (DSL) responsibility – (Mrs A. Davies).
- Ensuring on appointment, the DSL undertakes interagency training and also undertakes DSL “new to role” training and an “updated” course every 2 years.
- Ensuring all other staff, volunteers and where appropriate visitors have child protection awareness update training, this will be updated by the DSL. This will help to ensure they maintain their understanding of signs and symptoms of abuse.
- Ensuring any weaknesses in Child Protection processes and procedures are remedied immediately upon identification.
- Ensuring the D/DSL knows they are nominated to liaise with the Local Authority on safeguarding issues and in the event that an allegation of abuse is made against the D/DSL any member of staff may liaise directly with the LA.
- Ensuring all Safeguarding and Child Protection policies and procedures are reviewed annually and re-read/signed by all staff. This policy: Safeguarding, Child Protection and Early Help policy is available on the School Website (<http://www.shevingtonvale.org.uk/>) and in paper copy in the setting policy handbook.
- Ensuring the D/DSL considers how children may be taught about safeguarding. This includes a broad and balanced curriculum covering relevant issues through: Personal, Social and Emotional Development, Physical Development and Knowledge and Understanding of the World.
- Ensuring Enhanced DBS checks are in place for all staff and volunteers.
- Ensuring the names of the designated members of staff – Mrs A Davies and Mrs E Lunt will be clearly visible in the Pre-school room (outside office), this will be with a statement explaining the Pre-schools role in referring and monitoring cases of suspected abuse.

- Ensuring all new members of staff are asked to read and sign a copy of the safeguarding policy and will be made aware of where they can find information regarding safeguarding within the Pre-school, this will happen upon induction.
- Ensuring all visitors complete the GDPR compliant signing in/ out book, are given a 'visitor' ID badge to wear and are provided with safeguarding information as appropriate.
- Ensuring visitors of a professional role are asked to provide evidence of their role and employment details (usually on identity badge) upon arrival at the Pre-School. Supporting letter in relation to DBS checks of visitors holding professional ID badges can be found in (appendix 6).
- Ensuring all policies and procedures are reviewed annually (as a minimum), updated and in turn read and signed by all staff.
- Ensuring all staff are aware that - In the event that safeguarding or child protection concerns arise in '**non mobile children**' the Wigan Safeguarding Children's Board, protocol for injuries in non-mobile children will be followed (Appendix 7).

### **6. Private Fostering:**

Professionals working with children and young people have a shared responsibility to work together to ensure that all privately fostered children are well cared for and are safeguarded from harm.

A Private fostering arrangement is essentially one that is made privately (that is to say without being instigated by the local authority) for the care of a child under 16 years old (or 18 if he/she has a disability) by someone other than a parent or close relative with the intention that it should last more than 28 days. A private foster carer maybe a friend of the family or the child's friend's parents or someone unknown who is willing to privately foster a child. A private foster carer is not a parent, step parent, legal guardian, grandparent, brother, sister, aunt or uncle.

#### **Examples:**

- Children sent from abroad to stay with another family
- Children on holiday exchange
- Teenagers who have broken ties with their parents and are staying in short term arrangements with friends or other non-relatives
- Children living with host families whilst studying

### **Timescales:**

By law, Children's Social Care must be informed about all private fostering arrangements, within the following timescales:

- If the child is not yet living with private foster carers - Six weeks before the arrangement is due to start
- If the child will move in with private foster carers in less than six weeks - immediately
- If the child is already living with private foster carers – immediately

### **Staff Responsibilities - Private Foster Care:**

It is vital that Children's Social Care (Specialist Assessment Team) is aware of such arrangements so that they can safeguard and promote the welfare of potentially vulnerable children. Ideally, notification should come from the parent and carer but professionals can also play an important role, as they are often the people who have the first contact, in explaining to private foster carers and parents that they have a duty to notify the Local Authority. If Headstart Pre-school LTD is made aware that a child is being privately fostered we will encourage the parent/carer of the child to notify the Specialist Assessment Team immediately to ensure the child/ren is safeguarded and welfare promoted. The manager will also contact the team to inform them.

## **7. Information Sharing**

We recognise that all matters relating to child protection are confidential and information is handled in line with the Pre-schools data handling statement and confidentiality policy.

The government has issued Information sharing for Safeguarding Practitioners Guidance that included 7 'Golden Rules' of information sharing in safeguarding.

### ***The Government guidance (described by the NSPCC, 2018) is:***

1. **Remember that the General Data Protection Regulation (GDPR) Data Protection Act 2018 and Human Rights Law are not barriers** to justify information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. **Be open and honest with the individual** (and/ or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.
5. **Consider safety and well-being:** base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure;** ensure that the information you share is necessary for the purpose for which you are sharing it; is shared only with those individuals who need to have it; is accurate and up-to-date; is shared in a timely fashion and is shared securely.
7. **Keep a record of your decision and the reasons for it** – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. Store this in the safeguarding file.

All staff must be aware that they have a professional responsibility to share information in order to safeguard children and cannot assume that someone else will pass on the information.

Key organisations who have a duty under section 11 of the Children Act 2004 to have arrangements in place to safeguard and promote the welfare of children are:

- The Local Authority
- NHS England
- Clinical Commissioning Groups
- NHS Trusts, NHS Foundation Trusts
- The local policing body
- British Transport Police Authority
- Prisons
- National Probation Service and Community Rehabilitation Companies
- Youth offending Teams
- Bodies within the education and / or voluntary sectors, and any individual to the extent that they are providing services in pursuance of section 74 of the Education Skills Act 2008.

We will always refer a child to social care with their parents/ carers consent, unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

### **Data Control within Private fostering:**

As data controllers who process personal information Headstart Pre-school LTD is registered with the Information Commissioners Office.

If we wish to check the identity of staff phoning from the Local Authority we may call the admin line on: 01942828451 who will confirm the employee is or is not that of Wigan Council (see appendix 6).

For more details on Information Sharing, see Appendix 8: Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018.

### **8. Responsibilities of the Designated & Deputy Designated Safeguarding Lead (D/DSL)**

The designated safeguarding lead (DSL) and DDSL should take lead responsibility for safeguarding and child protection and are responsible for:

1. Referring a child if there are any concerns about possible abuse, to the Local Authority and acting as a focal point for staff to discuss these concerns. Referrals should be made by calling the children's duty team (see Safeguarding key contacts on the back page).
2. Keeping written records of concerns about a child, even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially, securely stored and are separate from children's records. They are transferred securely and held by the setting where the child attends until their 25<sup>th</sup> birthday. In the instance of an Early Help intervention, consideration will be given to the welfare of the child and family will be consulted regarding the transfer of information.
4. The DSL will ensure that an indication of the existence of the additional file, outlined above is clearly marked on the pupils records.
5. Ensuring that all records are kept and retained in line with the "record retention" policy, Children looked after records are retained for 99 years, and a record is kept and witnessed of the disposal of individual's records.
6. Making sure when a child leaves, any information regarding safeguarding (current or historic) as well as the child protection file, where applicable, is transferred to the new education settings soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and collages

should ensure key staff such as the designated safeguarding leads and SENCOs are aware as required.

7. Ensuring that they, or the staff member attending case conferences, core groups, Early Help meetings or other multi-agency meetings, contribute to assessments and provide a report which has been shared with the parents. Ensuring that any child currently with a child protection plan who is absent from the Pre-school without explanation for two days is referred to their key workers Social Care Team.
8. Organising child protection induction and update training every 3 years for all Pre-school staff.
9. Providing an annual report of changes made to the policy and procedures, share this with staff and update the child protection register as appropriate.
10. Liaising with other agencies and professionals as appropriate.

## **9. Supporting Children – Early Help**

The Pre-school will consider the need for an Early Help (EH) Assessment when it is identified that there are low-level concerns or emerging needs. Detailed information on Early Help can be found in chapter 1 of the; 'Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children (Appendix 9).

It is the responsibility of the Pre-school to initiate Early Help to identify what the family's strengths and needs are. This will inform whether the setting can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions that have been provided by the school to the child and also support a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. A Team around the child meeting (TAC) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parents voice is captured as part of this assessment and that they take key ownership of the plan. This plan should be regularly reviewed up to 4 to 6 weeks until outcomes are achieved.

If at any point during the EH process, this risk increases and the Pre-school becomes concerned that the child is, or is likely to suffer significant harm, then a referral will be made to Children's Social Care.

## **10. Threshold of Need**

The diagram above illustrates the different thresholds of need and appropriate responses.

**Level 1** - All children accessing mainstream services with low-level need that can be met by a single agency early help assessment and plan.

**Level 2** - Children with emerging needs or low level CSE concerns that can be met with the support of a multi-agency Early Help assessment and plan.

**Level 3** - Children with multiple or complex needs including medium risk of CSE have to be met by targeted services or by a multi-agency early help assessment or by other specialist assessments e.g. CSE Measurement Tool / Education Health Care Plan.

**Level 4** - Are those children and young people who present with acute needs / risk. Including high level CSE concerns / risk. They will require specialist Social Worker or multi-agency statutory response.

Understanding thresholds and how they relate to the support of identified needs is vital to providing a solid, integrated intervention that will help children and young people achieve their full potential. As the needs of children change we provide 'the right intervention and help at the right time'. A smooth transition through the continuum is essential

to support their journey from needing, to receiving the help and support they require. It is vital that children, young people and their families receive the support they need regardless of where they live or how accessible services are to them.

Children can move from one level to another, and as they do, their needs, as well as supplemental services, will either increase or decrease. Movement between levels of services should happen fluidly by ensuring that information is shared appropriately and that evidence of involvement and interventions are recorded systematically.

See Appendix 1: "Wigan's Threshold of Need Guidance – Working to keep children and young people happy, healthy and safe".

**Our Pre-school will support all children by:**

- Encouraging self-esteem and self-assertiveness through the Early Years Curriculum, as well as our relationships, whilst not condoning aggression or bullying.
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Promoting healthy relationships with peers and staff.
- Promoting a caring, safe and positive environment within the Pre-school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child, about whom there have been concerns, who leaves the setting by ensuring that; appropriate information is copied under confidential cover to the child's new setting and ensuring the settings medial records are forwarded as a matter of priority.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bulling tasks, asking children to share their feelings (e.g. have they had a sad/happy – breaktime? Lunchtime?)
- Ensure that all children know they have a trusted adult within the setting through the 'key person' approach. Children know they may approach this person should they be worried or concerned.
- Include safeguarding across all areas of the Early Years Curriculum. Providing activities and opportunities to equip children with the skills they need to stay safe from harm and know whom they should turn to for help.
- Ensure all staff are aware of the Pre-school guidance for their use of mobile telephone technology and have discussed safeguarding issues around the use of mobile technologies and there associated risks.

If at any point the pre-school becomes concerned that a child is at serious risk of harm they should respond appropriately. If the Pre-school is concerned that a child is at IMMEDIATE or IMMINENT risk then they should contact Greater Manchester Police on either 111 or 999. If however the Pre-school is concerned that a child is, or is likely to suffer serious harm but it is not imminent they should call the Wigan Children's Social Care Referral Team on 01942828300.

### **11. Domestic Abuse – Operation Encompass**

We recognise the significant impact that domestic abuse can have on children, therefore we operate in partnership with: Operation Encompass, a system which facilitates the sharing of information in relation to domestic incidents where children live or frequent. Any incidents of domestic violence reported to the police will be notified to the Pre-school to effectively support the child(ren).

Headstart Pre-school will store this information in the safeguarding file and inform staff member as appropriate so to best support the child.

Please see attached information in Appendix 10 "Wigan Safeguarding Children Board Encompass Protocol".

### **12. Fabricated or Induced Illness**

Fabricated or induced illness is a rare form of child abuse. It occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. The parent/ carer may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results or exaggerate or lie about symptoms.

It is the duty of all staff at Headstart Pre-school LTD to; follow the procedures for absent children; record absences and reasons for absence; record medication taken before arrival and within the setting. Management have a duty to follow up cases of high absence and discuss with the Wigan Safeguarding Children's Board as appropriate, the actions to be taken.

### **13. Children with Special Educational Needs and Disabilities**

The Pre-school will use the same considerations for children with SEND, as detailed above. However the setting must also take into consideration 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 or injury relate to the child's SEN or disability without further

exploration (the setting must consider the child first and foremost, rather than the child's SEN).

- A higher risk of vulnerability due to factors such as; a learning disability, lack of awareness, social isolation, which may contribute to risks such as online vulnerability.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children with SEN and disabilities can face a number of challenges to disclosure, which must be recognised and taken into account, including; prejudice, negative responses and low expectations.

#### **14. Supporting Staff**

We recognise that staff working in the Pre-school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the D/DSL and seek further support as appropriate. We also provide a 'Staff well-being' box, where staff are able to record any concerns/ feelings and pass this onto the senior members of staff.

Designated Safeguarding Leads should make use of support available by the Local Authority and the partnerships Safeguarding Team.

DSL's will have oversight of Early Help and Child Protection plans with appropriate structure in place to monitor progress and outcomes in partnership with Children's Social Care and other stakeholders.

#### **Staff training:**

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired.
- Confirmation of the conduct expected of staff within school – our Staff Code of Conduct Policy.
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities.

- Conformation of the line management / mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.
- Discussion and confirmation of planned updates/ training regarding safeguarding.

### **Safeguarding Training:**

This training is offered to and expected of all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any staff not present at the time of update will be offered training upon their return. In addition all staff members receive safeguarding and child protection updates as and when appropriate via: Email/ staff meetings/ letters/ notice boards. Staff also receive online safety training which is updated as necessary.

### **Advanced Training:**

The D/DSL has additional training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to the Pre-schools needs. Their knowledge and skills are refreshed at least annually via: managers events.

### **Safer Recruitment:**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every 5 years as a minimum.

## **15. Personal Mobile Phones and Social Networking Procedures**

Headstart Pre-school LTD operates a personal mobile phone usage policy. Personal mobile phones of all staff, volunteers and visitors will be stored in the Pre-school office. iPhone watches and other devices capable of taking photographs must also be removed and stored in the office. Staff must first ask management if they wish to use their personal mobile phone (during working hours) and they may only do so in the designated office area or outside of the school grounds this includes for the use of: texting, phone calls and Internet use.

Headstart Pre-School LTD states that staff members are allowed to use any social networking site as long as they follow the guidelines below. Failure to comply with the rules may cause an invasion of privacy and may infringe Headstart Pre-school LTD's confidentiality policy. The guidelines include but are not limited to:

- Staff must not publicly mention any of the children, parents or other staff/ volunteers or setting name on their online profiles.

- Staff must not publish photos of children on their online profiles unless they know them personally and the pictures have been taken 'off site'.
- Staff must not publicly write anything or publish photos of other staff members in the Pre-School on their profiles unless permission is gained.
- Staff and volunteers must be considerate of their actions on social media and how this may affect the reputation of the Pre-School.
- In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents or carers that use the Pre-school unless they know them in a personal capacity.

Staff members are advised to set their online profiles to 'private' so that only friends are able to see their personal information. This can help prevent accidental breaches of this policy. **Please be aware that breaches in this policy could result in disciplinary action.**

**Procedure:**

- Headstart Pre-School LTD ensures that all new members of staff are inducted to the setting. They are made aware of and asked to sign the Confidentiality Policy and know that mobile phones are strictly forbidden whilst in the room with the children.
- Staff members are only able to take photographs of any children at Headstart for Pre-School with the provided camera / ipad equipment that is the property of the Pre-school.
- Staff members are informed at induction that any communication of child details, information or photography inside or outside of the Pre-school by any means e.g. social networking sites such as Facebook, Twitter or any other, is strictly forbidden. Anyone found doing so will be immediately suspended pending an investigation which could lead to their dismissal and possibly criminal investigations.
- Any staff member found with any photographic documentation on their mobile phones of any child attending Headstart will immediately be suspended and asked to attend an investigatory meeting.
- Staff are informed at induction and regular staff meetings that children's telephone numbers, addresses, names and any other personal information must not be passed on to any individual at any time (unless safeguarding overrules this).
- Staff ensure that planning sheets are filled in with the child's names omitted where appropriate.
- Children's personal information is kept in the safe and lockable office cupboards.

- Staff are free to use the settings mobile phone in cases of emergency. The contact number for the setting can be shared with third parties as appropriate: 07795831958.
- Staff will need to ensure that managers have up to date contact information and make their families aware of the emergency contact numbers. ***This is the responsibility of the individual staff member.***
- During group outings nominated staff will have access to the designated Headstart phone, which is to be used for emergency purposes only.

Information regarding the CEOP can be found in: Appendix 13

### **16. E-safety**

The Internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be e-safe from an early age and Headstart can play a vital part in starting this process. In line with other policies that protect pupils from other dangers, there is a requirement to provide pupils with as safe an internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

**Core Principles of Internet Safety:** The internet is becoming as commonplace as the telephone or TV and its effectiveness use is an essential life-skill. Unmediated internet access brings with it the possibility of placing children in embarrassing, inappropriate and even dangerous situations.

**The E-Safety Policy is built on the following care principles:**

- ✓ Guided educational use: Significant educational benefits should result from internet use including access to information from around the world. Internet use should be carefully planned and targeted within a regulated and managed environment.
- ✓ Risk assessment: We have a duty to ensure children at Headstart are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.
- ✓ Responsibility: Internet safety at Headstart depends on staff, parents, carers and visitors taking responsibility for the use of internet and other communication technologies such as mobile phones. It is Headstart's responsibility to use technical solutions to limit internet access and to monitor their effectiveness.

### **Why is it important for pre-school children to access the internet?**

The internet is an essential element in 21st century life for education, business and social interaction. Headstart has a duty to provide children with quality internet access as part of their learning

experience. Pre-school internet access will be tailored expressly for educational use and will include appropriate filtering. Pupils will learn appropriate internet use. Staff will guide pupils in online activities that will support their learning journeys. The internet is also used at Headstart to support the professional work of staff, to allow effective planning and to enhance the management information and business administration systems.

### **How will filtering be managed?**

Blue Orange; the School ICT support are responsible for ensuring the appropriate filters are applied to the PC's in Headstart and to the PC's in the manager's office. The school office will review the sites accessed as appropriate. Staff will monitor the websites being used by the children during sessions. If staff or pupils discover unsuitable sites have been accessed on the pre-school room PC's, they must be reported to Blue Orange immediately so that filters can be reviewed. The PC's will also be turned off until further notice.

### **Managing Content:**

Staff are responsible for ensuring that material accessed by children is appropriate and for ensuring that the use of any internet derived materials by staff or by children complies with copyright law. The point of contact on the website should be Headstart's address, e-mail and telephone number. Staff or children's home information will not be published. Website photographs that include children will be selected carefully and will not allow individual children to be clearly identified. Pupils full names will not be used anywhere on the website, particularly in association with photographs. Written permission from parents or carers for featuring their child on the website is requested within each Child's application pack. Parents/carers wishes are followed at all times.

### **Managing e-mail:**

Children will not have access to e-mail. Staff using e-mail will use the Headstart e-mail address. This address must not be used for personal e-mail.

### **Handling Complaints:**

Any complaints about the appropriate use of the internet or other technologies will be handled through the complaints procedure.

## **17. The Prevent Duty**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. In line with the documentation from the Department for Education it is the duty of all staff at Headstart Pre-school LTD to be aware of the signs of Radicalisation and know the referral process should they be

concerned. When reading the below it is important that staff take into consideration not only the child in their care but also their family. Possible signs and symptoms that someone may be at threat of being radicalised:

- Children may feel isolated or that they 'don't belong'.
- They may become withdrawn.
- Behaviour's and appearance may change drastically.
- They may make inappropriate or concerning comments.
- They may have extreme view points and express these.
- They may move around frequently and find it hard to settle. Including travelling abroad frequently.
- Children may be known as 'vulnerable' by social services.
- Children and families that may find it difficult to fit in to the community.
- Children and families that may have extreme views.
- They may have poor attendance at the setting.
- A disclosure may have been made.
- Children/ families become verbally or physically violent.

Other factors that may influence radicalisation include: religion, drug and alcohol abuse and external groups.

Should a member of the Headstart Team become concerned about one or more of the factors above they should make the D/DSL aware and normal safeguarding procedures (as above) should be followed. The D/DSL may contact the dedicated helpline on: 02073407264 or [counter.extremisum@education.gsi.gov.uk](mailto:counter.extremisum@education.gsi.gov.uk) for more information.

Headstart Pre-school staff should be aware that referrals should always be made no matter how 'low level' or 'insignificant' their information or concerns are.

Our Pre-schools safeguarding policy is aligned with and reflects the processes described in the Greater Manchester Safeguarding Partnership:

[https://greatermanchesterscb.proceduresonline.com/chapters/p\\_sg\\_vio\\_ext.html](https://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html)

To ensure that people are PREVENTED from becoming radicalised it is important to follow the new guidance on 'Teaching British Values' within Early Years settings, Headstart will:

- Ensure children develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England.

- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable children to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

For more information see Appendix 11: The Prevent Duty – Departmental advice for schools and childcare providers, June 2015

### **18. Forced Marriage**

You have the right to choose who you marry, when you marry or if you marry at all.

Forced marriage is when you/ someone else faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

Forced marriage is illegal in England and Wales. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Forcing someone to marry can result in a sentence of up to 7 years in prison.

If you believe a child or parent is at risk of force marriage Headstart Pre-school LTD will:

- Inform the specialist assessment team (see back page for number).
- Contact the Forced Marriage Unit if you think someone is about to be taken abroad to get married against their will.
- If you know someone has been taken abroad to get married against their will, contact the nearest British Embassy (see <https://www.gov.uk/government/world/embassies> for details of your nearest British embassies).

Headstart Pre-school will inform victims that they can ask the court for a forced marriage protection order if necessary. In an emergency, an order can be made to protect someone immediately. Disobeying a forced marriage protection order can result in a sentence of up to 5 years in prison.

The Forced Marriage Unit is a joint Foreign and Commonwealth Office and Home Office unit which was set up to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK, where support is provided to any individual, and overseas, where consular assistance is provided to British nationals, including dual nationals. The Forced Marriage Unit operates Monday to Friday: 9:00am to 5:00pm. Outside office hours the Global Response Centre can be contacted. Contact details are as follows:

- Forced Marriage Unit Telephone: +44 (0) 207 008 0151 (from overseas: +44 (0) 207 008 0151)
- Global Response Centre Telephone: +44 (0) 207 008 0151
- Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)
- Facebook: Forced Marriage page (<https://www.facebook.com/forcedmarriage>)
- Twitter: @FMUnit ([https://twitter.com/FMUnit/with\\_replies](https://twitter.com/FMUnit/with_replies))

The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice, through to aiding a victim to prevent their unwanted spouse moving to the UK, and, in extreme circumstances, to rescues of victims held against their will overseas.

When reporting concerns of a forced marriage give as many details as you can, for example:

- Where the person has gone
- When they were due back
- When you last heard from them

The Forced Marriage Unit will contact the relevant embassy.

If they are a British national, the embassy will try to contact the person and help them get back to the UK if that's what they want.

If someone discloses they have been a victim of forced marriage Headstart Pre-school LTD should signpost them to:  
Forced Marriage: A Survivors Handbook written by: The Foreign and Commonwealth Office. The book gives useful and practical

information to help someone take control of their life and focus on the future. The handbook can be downloaded from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/149854/FM\\_Survivors6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/149854/FM_Survivors6.pdf)

### **17. Commercial Sexual Exploitation (CSE), Human Trafficking, Modern Day Slavery & County Lines**

Criminal Exploitation means; Children, young people or adults who are used, through whatever means, to engage in criminal activity by other young people or adults who are able to coerce them to do so.

The coercion is achieved through grooming, intimidation, acts of violence and debt bondage. The individuals involved may not identify themselves as being 'exploited' as such, but it is clearly to their detriment that they are involved in this type of activity.

When considering exploitation it is important to remember the child and their family.

Our Pre-school setting will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation including:

- Unhealthy or inappropriate sexual behaviour.
- Being frightened of some people, places or situations.
- Being secretive.
- Sharp changes in mood or character.
- Having money or things they can't or won't explain.
- Physical signs of abuse, like bruises or bleeding in their genital or anal area.
- Alcohol or drug misuse.
- Sexually transmitted infections.
- Pregnancy.
- Having an older boyfriend or girlfriend.
- Staying out late or overnight.
- Having a new group of friends.
- Missing from home or care, or stopping going to school or college.
- Hanging out with older people, other vulnerable people or in antisocial groups.
- Involved in a gang.
- Involved in criminal activities like selling drugs or shoplifting.

For more information Headstart Pre-school LTD will follow the guidance given in Appendix 12: "Criminal Exploitation of children and vulnerable adults: County Lines Guidance 2018".

## **18. Female Genital Mutilation (FGM)**

Female genital Mutilation (FGM) is any procedure which involves the partial or complete removal of the external genitalia, or other injury to the female genital organs for no medical reasons. Many believe that FGM is necessary to ensure acceptance to their community, however this custom is against the law in the UK and many other countries.

### **Types:**

**Type 1:** Sunna – removal of the hood of the clitoris

**Type 2:** excision – removal of the clitoris with partial or total excision of the labia minora.

**Type 3:** Infibulation – removal of the clitoris and labia minora with narrowing by stitching of the vaginal opening.

**Type 4:** all other types of harmful traditional practices that mutilate the female genitalia, including cutting, incising, scraping and cauterisation.

All types of FGM are illegal in the UK; it is an offence to take a female out of the UK for FGM for anyone to circumcise women or children for cultural or non-medical reasons here in the UK.

Warning signs – women from practicing FGM communities may talk about 'holidays' where they will 'become a woman' or 'become like my mum and sister'. If women in the family have already undergone FGM there is an increased risk that a child may be at risk.

Girls that have had the procedure performed will often; avoid exercise on their return; ask to go to the toilet more often; find it hard to sit still for long periods of time or may have further time off.

The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 where the law was extended to:

- A Non UK National who is 'habitually resident' in the UK and commits such an offence abroad can now face a maximum penalty of 14 years imprisonment. It is also an offence to assist a non-UK resident to carry out FGM overseas on a girl who is habitually, rather than pertinently, resident in the UK. This follows a number of cases where victims were unable to get justice as FGM was committed by those not permanently residing in the UK.
- A new offence is created of failing to protect a girl from the risk of FGM. Anyone convicted can face imprisonment for up to seven years and / or an unlimited fine.

- Anonymity for the victims of FGM. Anyone identifying a victim can be subject to an unlimited fine.

The pre-school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to The Duty Team or Police as appropriate.

Our Designated Safeguarding Lead will maintain up to date knowledge of Greater Manchester Safeguarding Partnership Protocol to Female Genital Mutilation.

### **19. Headstart Pre-School LTD as part of Shevington Vale Primary School – Emergency Evacuation & Emergency Lockdown Procedures**

#### **Emergency Evacuation Procedure:**

- Upon hearing the fire alarm – exit the building via the nearest fire exit (staff to take children from the area in which they are working). Leave all personal belongings behind. The most Senior member of staff to check all indoor areas including; office, toilets, nappy and sleep area. Take note of the number of children in the setting and collect the register from the wall by the fire exit door along with the visitor signing in book, Headstart phone and the single central log list from the safe.
- Remain calm and encourage the children to walk and use quiet voices.
- Whenever possible aim to line up at the far fence (at the top of the hill next to the house – on the outer fenced area). If this is not possible aim to line up on the infant or junior playground as appropriate.
- Take a headcount and call out the register for pupils and staff – report any missing children, staff, volunteers and visitors to the head of school.
- Remain outside until we are advised by the head of school that we may return inside.

#### **Emergency Lock Down Procedures:**

The lock down procedures could be triggered by a number of situations including:

- An incident in the local community
- An unauthorised person on site

If one of these instances occurs it is prudent to ask staff and children to stay in the room where they are until a senior member of staff can

ascertain the level of risk, if any. As such, we will action the lock down procedures below.

Remain as calm as possible to ensure the children are emotionally supported.

Staff need training and practices to ensure that they are aware of their roles and responsibilities

**Alert Sound:** The below prompts will indicate the lock down procedures should be actioned immediately.

- A MEMBER OF STAFF WILL BLOW A WHISTLE WITH REPEATED SHORT BLASTS

**Action:** The action below must be implemented once the Lock-Down alert has been activated.

- All children and staff should with immediate effect remain in the room.
- All classroom windows and all window blinds to be closed, lights turned off, external doors locked and shutters put down.
- Children outside to enter school at first point of entry, sensibly in an orderly manner.
- Any staff or children out of their room should return to their relevant base room or the nearest safe classroom.
- All signing in books to be gathered by Chris P/Chris E (school) by the manager/ Deputy manager (Mrs A Davies/ Mrs E Lunt - Headstart).
- Emergency bag to be collected from the wall by the fire exit door.
- Office staff should remain in the office in which they are based.
- Staff to communicate via internal email if possible from wherever they are- log onto Office 365/ Mobile phone.
- Chris E/ Chris P to lock the school front door.
- EHT/Head of School or Senior member of staff to evaluate the incident to ascertain the next actions required.
- If on site, the kitchen staff to lock the outer kitchen door then await further instructions from a senior manager.
- If an intruder attempts to access the building or gives any cause for concern **Call 999** and ask for police assistance, stating your School name and address.  
Shevington Vale Primary School,  
Runshaw Avenue,  
Appley Bridge,  
Wigan,  
WN6 9JP
- Follow the instruction given by the Police

**End of Incident:**

- Once the situation is resolved a senior member of staff will give one continuous long blast of a whistle.

**Debrief:**

- The senior manager will debrief all staff on the incident and inform all parents and provide reassurance about the safety of all children and staff.
- Headstart – Mrs A Davies / Mrs Emily Lunt will forward any relevant information onto Headstart Parents.
- Parent/carers to be contacted via ParentMail.
- OFSTED to be informed of the incident (school and Headstart to report separately)
- Inform Chair of Governors (school).
- Inform Local Authority- Cath Peeling (school) Early Years Team (Headstart).
- Security risk assessment to be reviewed – School and Headstart to do this in conjunction.

**Training – Lockdown Procedure:**

Due to the fast moving nature of incidents that require lockdown it is important that all staff are able to act quickly and effectively.

- Train all staff using principles of “Stay Safe”
- Ensure people know what is expected of them, their roles and responsibilities
- Check staff understanding
- Regularly test and exercise plans with staff
- Regularly refresh training

For further advice and guidance please visit the NaCTSO website:

[www.nactso.gov.uk](http://www.nactso.gov.uk)

Safe Firearms and weapons attack ‘Stay Safe’ principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack.

Full guidance is contained on the NaCTSO website

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat>.

**Run:**

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN if not HIDE
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.

**Hide:**

- If you can't RUN, HIDE.

- Find cover from gunfire / danger
  - If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

**Tell:**

Call 999 –What do the police need to know?

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so.

**Armed Police Response:**

- Follow officers' instructions
- Remain calm.
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat.
- Keep your hands in view.

**Officers may:**

- Point guns at you.
- Treat you firmly.
- Question you.
- Be unable to distinguish you from the attacker
- Officers will evacuate you when it is safe to do so.

**20. Safe Sleeping at Headstart Pre-school LTD**

If a child falls asleep / wants to go to sleep under the care of the Headstart staff the following procedures will occur:

- Check the temperature of the room to ensure it falls with 16-20 degrees.
- A clean mattress will be placed on the floor in a quite area of the classroom.
- A clean cot sheet will be placed securely over the mattress.
- The child will be placed on their backs (never on their fronts).

- Staff will remove any tight or warm clothing (shoes, fleeces).
- A breathable blanket will be placed over the child away from their face.
- Other children in the setting will be made aware of the child sleeping.
- The adult will check the immediate area for any dangers (toys/play equipment) these will be removed as appropriate.
- The member of staff will write the child's name, date and time on the 'Sleeping Checks' form, and staff will continue to monitor the child's well-being every 10 minutes until the child awakes.
- Once awake the member of staff will comfort the child and help to put on the child's clothing on and update the sleep chart.
- The cot sheet will be removed and boil washed before use again.
- The mattress will be wiped with anti- bac and put away.

**Children must not:**

- Share beds.
- Take their water bottle or food onto the mattress.
- Take toys on the mattress.

**Adults must not:**

- Smoke on the premises (Inc E-Cigarettes).
- Drink or take drugs on the premises.
- Let children sleep in busy, cluttered or high areas.
- Give the child a pillow.

For further guidance see Appendix 16 "Bolton, Salford and Wigan Safe Sleeping Guidance".

## **21. Toileting and Intimate Care**

**Intimate care involves:**

- Dressing and un-dressing
- Washing – including intimate parts.
- Helping someone use the toilet
- Changing nappies
- Carrying out a procedure that requires direct or indirect contact to an intimate, personal area.

Headstart Pre-school LTD treats children with dignity, respect and privacy at all times, to ensure we meet this we will follow the below guidelines:

- No physical, mental or sensory impairment will have an adverse effect on children's ability to take part in day-to-day activities.

- No child with a named condition that affects personal development will be discriminated against.
- No child who is delayed in achieving continence will be refused admission.
- No child will be sent home, or made to wait for collection due to their incontinence.
- Appropriate adjustments will be made for any child who has delayed incontinence.
- During toileting/ nappy changing each individual will be given an explanation as to what is going to happen.
- The child will be encouraged to care for themselves as far as possible according to their abilities.
- Adults will be aware and responsive to the child's reactions and provide reassurance when needed.
- Adults will act in a calm and gentle manner when physically handling children.

#### **Intimate Care & Toileting – Safeguarding Rules:**

- Those supporting toileting or nappy changing must be employed by or be a long term student of Headstart Pre-school LTD and will hold an enhanced DBS check.
- Changes in the policy will be shared with practitioners/ students upon induction and updated as appropriate.
- Safeguarding protocol (as above) will be followed at all times.
- Toileting / nappy changing will be recorded on the daily register and parents will be informed upon request. This must be signed by the practitioner/ student involved in care giving.

We work alongside parents/ guardians towards toilet training. We take the lead from parents/ guardians and follow routines as appropriate. There may be times that staff offer suggestions and support 'good' practice with regards to toilet training. Headstart see's toilet training as a self-care skill that children should have the opportunity to learn in a non-judgmental environment.

Headstart believes it is the right of the child to be treated with sensitivity and respect, in such a way that their experience of personal care is a positive one. Children will not be made to feel ashamed of embarrassed when they have a toileting accident.

Headstart recognises that children will enter the setting reaching differing levels of independence and development in toileting and self-care therefore staff will:

- Staff will only ever use the correct terminology for body parts.
- Staff will use nappies/ pull ups / wipes and creams provided by the child's parent/ guardian – upon request they may use

Headstart's resources as appropriate. Nappies will be changed at a minimum of twice daily.

- Staff will record the child's 'movement' on the daily register.
- Nappies will be changed in the designated changing area which is private yet 'non –secluded'.
- The nappy changing mat is cleaned down at the end of each nappy change with antibacterial spray and paper towels.
- Staff will use appropriate PPE equipment.
- Staff will prepare for nappy changing by collecting all items prior to children climbing onto the nappy unit. Once on the unit children will not be left unattended.
- Staff will recognise that nappy changing and clothes changing should be a relaxed time to promote independence. Staff will avoid pulling faces or making negative comments about the contents of a nappy.
- Nappies are disposed of hygienically in the nappy bin provided and are emptied daily.
- Positive encouragement is used towards children attempting to use the toilet.
- New children or those new to toileting should be shown where the toilets are and how to access them independently. They should also be guided to ask for adult support when needed.
- Children are encouraged to follow good hygiene routines.
- Staff will talk to the D/DSL if a safeguarding concern arises during toileting/ nappy changing.

## **22. Individual Care Plans**

Headstart recognises that at times it may be appropriate for individual children to have a care plan in place to support their toileting or other medical needs this will include:

- Child's name
- Child's D.O.B
- Child's Medical needs
- What specific care is required
- The number of staff required to carry out care effectively
- Any additional equipment required
- Use of area required
- Child's preferred means of communication
- Child's level of ability
- Acknowledgement of any cultural or religious sensitivities related to aspects of intimate care.
- Date the plan will be reviewed

Care plans will be updated once a year (as a minimum).

### **23. Physical Intervention and use of Reasonable Force**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/ herself or others.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. "reasonable" in these circumstances means using no more force than necessary and staff should refer to the section on 'use of reasonable force' within the behaviour policy.

Such events should be recorded by completing a serious incident log and signed by a witness. This will also be shared with and signed by the child's parent/ guardian upon collection.

Staff who are likely to need to use physical intervention or reasonable force frequently will be appropriately trained in an accredited positive handling technique.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the contact or working with children and all staff are aware of the safer working practice to ensure they are clear about their professional boundary.

See appendix 14: Guidance for safer working practice for those working with children and young people in education settings, May 2019.

### **24. Allegations Against Staff**

Headstart Pre-school LTD understands that a child may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the owner/ manager – Mrs A.Davies.

The owner / manager on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the owner/ manager the person receiving the allegation will immediately inform

the next appropriate person (DDSL – Mrs E.Lunt) or contact the LADO directly themselves, without notifying the owner/ manager.

The Pre-school will follow Wigan's procedures for managing allegations against staff. Under no circumstances will we send a child home pending such an investigation, unless this advice is given exceptionally, as a result of consultation with the LADO.

Suspension of the member of staff, excluding the owner/ manager, against whom an allegation has been made, needs careful consideration, and the owner/ manager will seek the advice of; human resources / legal, in order to make that decision and informing the LADO at the earliest opportunity.

Headstart Pre-school LTD will suspend any contract for a community user in the event of an allegation arising in that context. We will follow the information given by the LADO and follow up as appropriate.

For more information on the thresholds of reportable incidents, see Appendix 15: LADO Threshold document 2018.

## **25. Disagreements, Escalation and Resolution**

Headstart Pre-school LTD recognises that effective working together depends on an open approach and honest relationships between colleagues and between agencies.

In the event of a child disclosing information or showing possible signs of abuse staff must be confident and be able to professionally disagree and challenge decision making as an entirely legitimate activity; as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child is wrong. In such cases the WSCB Case Resolution Protocol (formally escalation policy) is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

For more information see Appendix 2: Wigan Safeguarding Board, Resolution Protocol

## **26. Whistleblowing – Reporting Concerns Regarding a Staff Member/ Student/ Volunteer or Visitor.**

It is not intended that this policy be a substitute for, or an alternative to Headstart Pre-school LTD's formal Grievance Procedure, but is

designed to nurture a culture of openness and transparency within the setting, which makes it **safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.**

All staff can raise concerns about poor or unsafe practice and potential failures in the Pre-schools safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our code of conduct, are in place for such concerns to be raised with the DSL - owner/ manager – Mrs Alison Davies or the DDSL Mrs Emily Lunt.

If a staff member feels unable to raise an issue with Mrs Alison Davies or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline – staff can call: 08000280285 from 8am to 8pm Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- The DDSL – Mrs Emily Lunt.

All staff and students follow an induction period where all policies are shared and Whistleblowing is discussed. We aim to provide an ethos and structure where staff can have regular supervisions with the manager and this will provide opportunities to receive coaching and support around their role within this.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitudes or actions of colleagues. If staff members witness any of the behaviour below they should immediately report it:

- A staff member/ student/ volunteer has behaved in a way that has harmed a child.
- A staff member/ student/ volunteer has possibly committed a criminal offence against or related to a child.
- A staff member/ student/ volunteer has behaved in a way that indicates s/he is unsuitable to work with children (Inappropriate language or behaviour).
- Discrimination of any kind has been witnessed.

If it becomes necessary to consult outside the Pre-school, they should speak in the first instance, to the Designated Lead (alligations) following the whistleblowing policy.

It is acknowledge that whistle-blowers have the right to remain anonymous, however identifying yourself may assist with any further investigations.

In the event of a referral, Headstart Pre-school LTD will need to be aware:

- There is no expectation that they will prove beyond the truth of their allegations however, they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concerns.
- Employees will be treated fairly.
- Ofsted is the registering, inspecting and enforcing body for childcare, and as such, they alone have the final say on the suitability of persons. We will liaise with Ofsted and follow their advice and recommendations. We will contact them within one working day (Whenever possible) of any allegation against a staff member. All allegations must be made to Ofsted within 14 days (when reasonably practicable).
- The member of staff disclosing the information will receive (Within 10 working days) written acknowledgement that the concern has been raised and information about how the setting will proceed to deal with the complaint.
- It may be necessary for interviews to take place to ensure the information is fully understood. Any meeting can be arranged off nursery site if requested.
- A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.
- Ongoing support will be offered to all staff under the Public Interest Disclosure Act 1998 as this seeks to protect staff from discrimination as a result of 'blowing the whistle' on their organisation, or individuals within it.
- Headstart Pre-school LTD's has a duty to refer to the Disclosure and Barring service in cases where we have cause to dismiss, or cease to use the services of an adult because concerns that their behaviour may harm or possess a risk to children. We understand that failure to do so is an offence.
- If training is identified as a need this will be offered and monitored closely by the managers.

For further guidance Headstart Pre-school LTD will follow the guide in Appendix 2: "Wigan Safeguarding Board Resolution Protocol".

### **27. Absence of a Child at the Setting**

It is the responsibility of the parents to inform Headstart Pre-school LTD of any absences at the earliest opportunity.

At the start of each session Headstart Pre-school LTD will:

- Enter children on the admission register at the beginning of the first day on which the setting has agreed, or been notified, that the pupil; will be attending. If the child fails to attend on the notified date, the pre-school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity, if deemed necessary (if there are concerns for the child's welfare).
- Monitoring of children's attendance will be made through a daily register upon arrival and leaving the setting. A note will be made of the responsible adult dropping off/ collecting the child.
- In the event that a child does not attend (and no contact is made to the Pre-school by parents/ guardians) we will follow the 'first day call procedure' this procedure is in place to safeguard children whom have potentially been left in a vulnerable position due to the illness or un-capabilities of their caring adult. The setting will:
  1. Complete the register promptly at the start of each session.
  2. Listen to and respond to absence calls/ texts.
  3. Discuss with practitioners if a message has previously been passed on and check the diary for holiday dates.
  4. Produce a list of children absent without reason.
  5. Start first day calling for children absent without explanation, call everyone on the emergency contact list until someone is reached.
  6. Leave messages if there is a voicemail option.
  7. Call the contact list at least twice if no response is gained.
  8. If no contact is gained consider if the child has any additional agencies working with them such as: social worker - contact them.
  9. Make a prompt home visit if no contact has been made. Make reasonable enquiries with neighbours and landlords as appropriate.
  10. Make a referral to Wigan Safeguarding Children's Board / the police to request a welfare call if no contact is gained.

\*The above guidelines are shared with parents/ carers upon children starting the setting.

Monitoring and recording of absences will be done routinely and poor or irregular attendance will be discussed with families at the earliest opportunity by the setting Managers.

Staff Report Immediately to the D/DSL, if they know of any Child who may be:

- Missing – whereabouts unknown and unable to make contact (as a result of making reasonable enquiries).

## **28. Procedures for Collecting Children**

To ensure that we keep up to date with all contact details for each child we ask for updates in contact details termly and send reminders via: newsletters, text, ParentMail, verbally and on the parent notice board. Parents / guardians are aware that they need to inform staff immediately should they need to amend or change any contact details.

Prior to admission at Headstart Pre-school LTD all parents/ Guardians will be asked to give full details of all persons whom have permission to collect their child(ren) and a individual, unique password will be collected. Should a parent/carer wish to nominate someone else to collect their child from Headstart Pre-school LTD then they must inform a member of staff immediately, this arrangement will be documented in the setting diary/ register (all collectors MUST be over the age of 16) The staff member should ask for the relationship of the person to the child and a brief description. Parents will be informed that the collector will need to be aware of the individual, unique password for that child. Upon collection this will be asked for before the member of staff will allow the child to leave the building.

At the beginning of each session (9.00am/ 12.30pm) a member of Headstart Pre-school LTD will monitor the door, allowing access to all children and ensuring no children re-exit the building. A register of entrance times and persons whom dropped off will be recorded on the register. Specific notes or comments made by parents/ guardians will be recorded on the daily register.

All Parents/ Guardians are asked to wait outside of the Headstart Pre-School LTD garden door entrance at both entry and collection times (9.00am & 3.30pm). For those children whom are collected or dropped off over the lunchtime period (12.00pm-1.00pm) Parents/ Guardians may 'ring' the doorbell for assistance from a staff member.

At the end of each session (12.00pm & 3.30pm) all children will remain on the carpet area. With a member of staff, 1 member of staff will monitor the door and call children one by one, once their collecting

adult has arrived. It is the duty of the member of staff monitoring the door that:

- Each child is received by their given parent/ guardian.
- No children exit the building until called for.
- It is noted whom has collected the child and the time.
- Passwords are checked (if needed).

For persons collecting children at any other time they must ring the Headstart doorbell or telephone on 07795831958.

### **Delays to Children Being Collected:**

If a parent/guardian is running late to collect their child and they have informed Headstart Pre-school LTD then at least two members of staff will stay at the setting until the child is collected. After 15 minutes of a child being uncollected a £10 charge will be issued, this will be consecutive for each 15 minutes they are late. If alternative arrangements have been made for the child's collection the parent / guardians must ring Headstart Pre-school LTD and inform them immediately. If a child's parent/ guardian is consistently late to collect their child on time without good reason, they will be asked by the setting Manager Alison Davies to attend a meeting at the setting to resolve the problem and/ or make an action plan for improvement.

If the parent/ guardian has not contacted the setting then the following procedures will be followed:

- At least two members of Headstart Pre-school staff will stay with the child.
- After 15 minutes a member of staff will telephone the child's emergency contacts.
- If the parents or guardians cannot be contacted and 1 hour has elapsed, then at this point the Manager/ Deputy Manager will contact the Children in Need Central Duty Team on 01942 828300 (out of hours contact 0161 834 2436).
- Children's Services will aim to locate the parents or relative, if they are unable to do so the child will be admitted into the care of the local authority.
- UNDER NO CIRCUMSTANCES will a staff member take the child home with them.
- A full written report on the incident will be included in the safeguarding file.
- Ofsted will be informed (as appropriate).

### **29. Collecting of a Child by Someone Deemed to be Under the Influence of Drugs or Alcohol**

It is the responsibility of Headstart Pre-School staff to challenge any adult who appears to be drunk or smells of alcohol and / or appears to be under the influence of drugs. Headstart staff should question the adult appropriately and if deemed unsafe the child must not be taken from the building. Procedures from this will be:

- Contact all other named collectors for the child – if another adult is able to collect explain the circumstances and state that they MUST NOT take the child back to the initial adult. Inform the specialist assessment team of our actions.
- If no other collectors are available, contact the police and the specialist assessment team immediately.

### **30. Missing child**

It is the responsibility of all Headstart Pre-school LTD staff to ensure that risk assessments are carried out daily both in the indoor and outdoor areas. Issues upon assessments should be recorded on the risk assessment sheet, shared with the nursery manager and actioned at the point of finding. It is the responsibility of all staff to keep in mind the risk assessments on an ongoing basis throughout each day and report concerns as appropriate.

Any instances where children will be leaving the premises will be classed as an outing. In all instances a risk assessment will be carried out by the manager and deputy manager documenting and assessing risks that may arise for children or staff. Actions will be documented as to how these risks can be minimised or removed. Consideration will be given to adult: ratios also. All staff members will read and sign the risk assessments as appropriate. Written permission will be gained from parents and these will be kept. Adults will take the; emergency contact details; written and signed permission slips; register; any medication; first aid kit; a designated phone; camera and observation sheets.

In the unlikely event of a child, going missing within Headstart Pre-school LTD or on an outing the following procedure will be implemented immediately:

- Upon realisation of a child being missing, Headstart Pre-school LTD staff will gather all remaining children as quickly as possible into one area, the children will then be counted and a register taken. Once the identified child/ children is named a thorough search of the area will be made by the most senior staff member. If this is unsuccessful, the remaining children will stay in one area and monitored by members of staff appropriate to ratio.

- The manager/ Deputy manager will then be informed and The surrounding areas will then be searched by the the Manager/ Deputy Manager or senior leaders plus any other staff as appropriate.
- If the Child is still not been accounted for the Manager/ Deputy Manager or senior leader will contact the police on 999.
- The Manager/ Deputy Manager or senior leader will also contact the parents of the missing child.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain a calm environment for other children at Headstart Pre-school LTD.
- The Manager/ Deputy Manager or senior leader will meet the police and the parent/carers.
- The Manager/ Deputy Manager or senior leader will then await instructions from the police.
- Any incidents will be recorded in writing on an incident report form and kept in the Managers lockable cupboard.
- Ofsted will be contacted and informed of any incidents within 48 hours.

### **31. Monitoring and Evaluation**

This policy and its procedures will be monitored and updated by following information from:

- SLT drop in's and discussions with children and staff
- Staff and parent/ guardian surveys
- Information received from termly managers events
- Logs of behaviour incidents
- Review of parental concerns
- Review of the intervention strategies used
- Reviews of risk assessments

This policy should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Staff recruitment, induction, deployment & Development policy
- Behaviour & Anti Bullying
- Staff / Volunteer Codes of Conduct
- Health and Safety
- Well child policy
- Risk Assessment policy
- Food Safety & Hygiene policy
- Equality and Diversity Policy
- Safer Working Practices
- Whistleblowing Policy (within this policy)
- SEND Policy
- Safer Recruitment Policy.

### **32. Links as Outlined in the Policy:**

(1) <http://www.wigan.gov.uk/Docs/PDF/WSCB/Thresholds-of-Need-booklet.pdf> (2) Escalation Policy recently updated to Resolution Policy

(3) Guidance regarding DBS checks was updated by the Protection of Freedoms Act 2012 <http://www.gov.uk/dbs-check-applicant-criminal-record>

(5) Safer recruitment training can be accessed through Wigan Safeguarding Children's Board.

(6) Disqualification by Association now only applies in domestic settings, not Schools or Pre-Schools. Disqualification under the Childcare Act still applies to staff themselves who work in a childcare capacity, whether paid, volunteer or are on work placements. Relevant staff are those working in childcare, or in a management role because they are: working with Reception aged children at any time; or working with children older than reception age until age 8, outside of school hours. Keeping Children Safe in Education (DfE, 2018) paragraph 116 also refers to disqualification: "For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that the individuals are not disqualified under the Childcare (Disqualification) Regulations 2009".

(7) LADO Local Authority Designated Officer for all allegations against staff. LADO threshold document can be found here: <http://www.wigan.gov.uk/Docs/PDF/WSCB/LADO-threshold.pdf>

(8) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

(9) LADO process can be found on the WSCB website <http://www.wiganlscb.com/Professionals/LADO.aspx>

(10) <http://www.wiganlscb.com/Docs/PDF/Professional/Resolution-Policy.pdf>

(11) Available to view on the WSCB website.

(12) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/7219902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_collages.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/7219902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_collages.pdf)

### **33. Safeguarding - Key Contacts**

Role	Name	Telephone	Email
Manager	Alison Davies	07795831958 Personal contact: 07957107172	adavies@shevingtonvale.wigan.sch.uk
Designated Safeguarding Lead (DSL)	Alison Davies	07795831958 Personal contact: 07957107172	adavies@shevingtonvale.wigan.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Emily Lunt	07795831958 Personal Contact: 07814193324	adavies@shevingtonvale.wigan.sch.uk
In the absence of the Nursery Deputy &	Mrs Beth Ward	07795831958	

Manager – Highest Level of staff responsible			
Designated Lead (Allegations)	Diane Kitcher	01942486042	<a href="mailto:lado@wigan.gov.uk">lado@wigan.gov.uk</a>
Single Point of Access (SPOA)	Duty Team	01942828300	<a href="http://apps.wigan.gov.uk/childreferral/">http://apps.wigan.gov.uk/childreferral/</a>
Wigan Safeguarding Children's Board		01942486025	<a href="mailto:wscb@wigan.gov.uk">wscb@wigan.gov.uk</a>
Local Police Contact		01618567124 01618725050	
Early Help Hub	Startwell	01942486262	<a href="mailto:EHH@wigan.gov.uk">EHH@wigan.gov.uk</a>
Locality One Team		01942486097	
Child in Care & Care Leavers		01942487150	
Targeted Disability Team		01942487200	
Fostering and Adoption		01942487200	
Reporting of Measles, Meningitis and Scarlet Fever	Christine Sweeny	01942404234	
Police	Child at serious risk of harm	999	
NSPCC Whistleblowing Helpline		08000280285	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Greater Manchester Safeguarding Procedures			<a href="https://greatermanchesterscb.proceduresonline.com/chapters/p_update_man.html">https://greatermanchesterscb.proceduresonline.com/chapters/p_update_man.html</a>
Keeping Children safe in Education			<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf</a>
Forced Marriage	Child or family member at risk of being forced into marriage.		<ul style="list-style-type: none"> <li>Forced Marriage Unit Telephone: +44 (0) 207 008 0151 (from overseas: +44 (0) 207 008 0151)</li> <li>Global Response Centre Telephone: +44 (0) 207 008 0151</li> <li>Email: <a href="mailto:fmunit@fco.gov.uk">fmunit@fco.gov.uk</a></li> <li>Email for outreach work: <a href="mailto:fmunitoutreach@fco.gov.uk">fmunitoutreach@fco.gov.uk</a></li> <li>Facebook: Forced Marriage page (<a href="https://www.facebook.com/forcedmarriage">https://www.facebook.com/forcedmarriage</a>)</li> <li>Twitter: @FMUnit (<a href="https://twitter.com/FMUnit/with_replies">https://twitter.com/FMUnit/with_replies</a>)</li> </ul>



By: