



Safeguarding and Child Protection Policy

1. Introduction

We recognise that safeguarding, child protection and promoting the welfare of children is an essential part of our duty of care to all children. As such all staff and the registered person have a responsibility to provide a safe environment in which children can develop and learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our setting is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2. Definitions

'Safeguarding' is defined in Working Together to Safeguard Children, 2018(updated2022) and 'Keeping Children Safe in Education' (2023) as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

'Child' refers to everyone under the age of 18.

'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

'Staff' or 'members of staff' refers to **all** staff working on in connection with the setting, including practitioners, non-practitioners, support, agency, peripatetic, ancillary staff, contract staff, volunteers working in or on behalf of Cheylesmore Pre-School.

Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

3. Purpose and Aims

The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate Cheylesmore Pre-School's commitment to keeping children safe.
- Provide all employees with the information required to meet their safeguarding duty and protect children from harm.

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- Provide stakeholders (parents, for example) with clear information relating to our safeguarding and child protection procedures.
- Ensure that all staff understand, can recognise and can respond to the indicators of abuse.
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

We are committed to the following principles:

- All children have the right to be protected from harm;
- Children should feel safe and secure;
- We are all responsible for keeping children safe and have a responsibility to act if we think a child is at risk of harm;
- Working with other agencies is essential to promote safeguarding and to protect children from harm;
- All staff take on a responsibility to promote children's welfare;
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

Our safeguarding aims are to:

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a caring environment for children, which is safe and secure;
- teach children how to keep themselves safe;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- ensure that the Designated Safeguarding Lead (DSL) (Amy Garton) undertakes appropriate training and updates it regularly;
- recognise that all children may be vulnerable to abuse but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Cheylesmore Pre-School understand safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

Scope

- This policy applies to all practitioners, non-practitioners, support, agency, peripatetic, ancillary staff, contract staff, volunteers working in or on behalf of Cheylesmore Pre-School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

4. Statutory Framework

We adhere to the following statutory guidance:

- Working Together to Safeguard Children, 2018 (updated 2022);
- Statutory Framework for the Early Years Foundation Stage (2023);
- Prevent duty guidance for England and Wales (2015, updated 2023)

This policy also considers guidance including:

- Keeping Children Safe in Education (2023)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children.

5. Roles and Responsibilities

The Role of the Owner

Owners have a strategic leadership responsibility for our safeguarding arrangements. We have an owner lead role carried out by Elaine Wardle. As part of these overarching responsibilities, they will:

- Have a strategic leadership responsibility for Cheylesmore Pre-School safeguarding arrangements
- Ensure all Owners receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated.
- Be aware of the obligations under the Human Rights Act 1998 , and the Equality Act 2010
- Be aware of their obligations around IT security measures, digital security and cyber security.
- Ensure that they comply with their duties under legislation;
- Ensure a whole setting approach to safeguarding, including the use of mobile and smart technology in Cheylesmore Pre-School;
- Ensure that policies, procedures and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure we consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners;
- Ensure we have an effective child protection policy, that it is published on the settings website www.cheylesmorepre-school.co.uk or available in the pre-school and review this annually;
- Ensure we have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff undergo safeguarding and child protection training on induction (including online safety) and this is regularly updated;
- Ensure we contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Put in place and follow appropriate safeguarding responses for children who have any unplanned non-attendance and changes to the child's attendance pattern.

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- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against any Owners/Manager/DSL/Senior Staff/All staff whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

The Role of the Manager

The Manager will:

- Ensure that this policy is reviewed annually as a minimum
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named person for safeguarding and the Designated Safeguarding Lead -
'A practitioner must be designated to take lead responsibility for safeguarding children in every setting' (Statutory Framework for the EYFS 2023);
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have a deputy safeguarding lead and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover to ensure there is a practitioner designated to take the lead for safeguarding;
- Promote the educational achievement of children Looked-After and Previously Looked-After Children';
- Promote online safety (DSL will still retain ultimate responsibility for this);
- Promote a whole setting approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to all concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors, reporting to the LADO and Ofsted;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that the setting **collaborates with** Children's Services, the Police, Health services and other services to: promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
- Safeguard children's wellbeing and maintain public trust in the childcare profession;

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Amy Garton. Our Deputy Designated Safeguarding Lead in the DSL's absence is Shannon Fox.

'A practitioner must be designated to take lead responsibility for safeguarding children in every setting (Statutory Framework for the EYFS 2023)

The Designated Safeguarding Lead will:

- Take overall lead responsibility for safeguarding and child protection (including online safety);
- Liaise with the Local Authority, safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children' 2018(updated 2022);
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- Liaise with Coventry City Council Prevent Officer for general support or advice;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the setting with regards to their responsibilities under the Prevent Duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff at the setting with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Cheylesmore Pre-School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with setting staff and the settings leadership team;
- Promote a 'culture of safeguarding', in which every member of Cheylesmore Pre-School community acts in the best interests of the child;
- Ensuring Cheylesmore Pre-School knows who in the cohort of children currently have, or have previously had, a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet every half term with the safeguarding link (owner) to review safeguarding in *the setting*; and
- Liaise with the Owner/Manager regarding safeguarding cases and issues;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;

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- Monitor children's attendance and take relevant action when children's attendance patterns change or when a child stops attending;
- Record every contact even when there is no response;
- Take responsibility for safeguarding files;
- Attend multi-agency safeguarding or child protection meetings as necessary;
- Promote a 'culture of safeguarding';
- Liaise with the Local Authority Early Education Advisors- Early Years Service regarding safeguarding cases and issues as appropriate;
- Ensure all staff are aware of safeguarding and child protection procedures;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;

Further details on the role of the Lead Practitioner for Safeguarding can be found in the Statutory Framework for the EYFS (2023) and the Designated Safeguarding Lead and Annex C of Keeping Children Safe in Education (September 2023).

Role of staff

All staff play an important role because they work closely with children and are in a position to identify concerns early in order to provide help for children.

All staff in Cheylesmore Pre-School:

- Have a responsibility to maintain a safe environment for all children;
- Will be able to identify indicators of abuse, exploitation or neglect, with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or recognise their experience as harmful;
- Will be able to identify indicators of abuse;
- Will be made aware of the safeguarding and child protection policy and systems that support safeguarding and child protection;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside of their families;
- Will be made aware of: the safeguarding and child protection policy; the staff behaviour/conduct policy; information about the safeguarding response to children who stop attending pre-school/changes to the child's attendance pattern; the role of the designated safeguarding lead and systems in the setting that support safeguarding and child protection;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Will receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;

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- Will be made aware of the process for making referrals to Children's Services (Social Care) through the MASH, understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should be prepared to follow whistleblowing procedures or make referrals to MASH/LADO and Ofsted if they have concerns about the Designated Safeguarding Lead or Persons in Charge;
- Should be prepared to make referrals to MASH if they do not believe the Designated Safeguarding Lead has responded appropriately to concerns about children;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure;
- Should safeguard children's wellbeing and maintain public trust in the childcare profession;
- Discuss with the DSL any unplanned non-attendance and changes to the child's attendance pattern;
- Where a child leaves the setting unexpectedly or suddenly, the settings Designated Safeguarding Lead should be made aware so that they can follow up on the reasons why the child had left, seek to resolve any concerns if appropriate, complete all necessary follow ups and actions to ensure the child and family are safe and well and to make any referrals as necessary.

Multi- Agency Working

Cheylesmore Pre-School is committed to multi-agency working and operates under Working Together to Safeguard Children, 2018(updated 2022) and local safeguarding arrangements.

The setting will work with Children's Services the Police, Health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments.

6. Types of Abuse

As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Types of abuse (Taken from Working Together to Safeguard Children, 2018(updated 2022) and Keeping Children Safe in Education (2023));

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Type of abuse	Information
Abuse	<p>A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.</p> <p>Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.</p>
Physical abuse	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>
Emotional abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
Sexual abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue and all staff should be aware</p>

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Type of abuse	Information
Child sexual exploitation (CSE)	<p>of this and of Cheylesmore Pre-Schools policy and procedure for dealing with this.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p>

If a child is in immediate danger or at risk of harm, a referral will be made to Children’s Services (Social Care) through the MASH and any member of staff can make this referral. **In an emergency, always dial 999.**

Staff should refer concerns to the Designated Safeguarding Lead first, but in exceptional circumstances may be required to make a referral themselves. The Designated Safeguarding Lead should be made aware as soon as possible.

Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns and the Designated Safeguarding Lead must be informed.

We recognise that any child can be the victim of abuse and may benefit from early help. However, we will be particularly vigilant to potential need for early help if a child:

- Is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

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- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from the setting and their agreed pattern of attendance, including persistent absences for part of their session/day;
- is a privately fostered child.

We recognise that abuse can take many different forms. The Designated Safeguarding Lead and staff will also receive training on the following issues and actions that will be taken if we believe that a child is at risk of or is the victim of:

- bullying, including cyber- or online-bullying
- child criminal exploitation (including involvement in county lines)
- child on child abuse
- child sexual exploitation
- domestic abuse
- emotional abuse
- fabricated or induced illness
- faith-based abuse
- female genital mutilation
- forced marriage
- gangs or youth violence
- gender-based violence
- hate
- mental health
- neglect
- physical abuse
- radicalisation
- relationship abuse
- serious violence and harassment
- sexual abuse
- sexual violence or sexual harassment (including child on child abuse)
- sharing of consensual and non-consensual nude and semi-nude images/videos
- so-called honour-based abuse
- trafficking and/or modern slavery
- online safety

Children potentially at greater risk of harm

Whilst all children should be protected, our setting recognises that some groups of children are potentially at greater risk of harm than others. The list below is not exhaustive, but highlights some of those groups taken from Keeping Children Safe in Education (2023). We recognise our duty to be alert to wider safeguarding issues and may be well placed to safeguard older siblings and young people in our community. Younger children may also be subject to or witness this abuse.

We understand that there are other familiar issues that can have a detrimental impact on children. We will work with other agencies to support children and families in circumstances such as the following:

- Children facing the court procedures and/or children in the court system;

- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

7. Responding to signs of Abuse

Although anyone can make a referral to Children's Services (Social Care), where possible there should be a conversation with the Designated Safeguarding Lead.

If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services (Social Care) or to the police, they should inform the DSL as soon as possible.

All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately:

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

There will be occasions where a child discloses/alleges abuse directly to the Designated Safeguarding Lead or a member of staff. If this happens, the member of staff will:

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure for the child's records and pass it on to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child or following a direct disclosure recording a clear rationale. The DSL may consider the following options:

- Manage support for the child by working with parents directly;
- Seek advice from the social worker advice line in the MASH;
- Suggest an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. ***However, if we are worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.***
- If parents do not consent to a referral but the DSL believes that a child is at significant risk of harm, a referral will still be made to Children's Services (Social Care).

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All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which we will use to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

MASH Multi-Agency Safeguarding Hub

To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The setting will follow up referrals if we do not receive feedback from Childrens Services (Social Care).

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH and to CTU_GATEWAY@west-midlands.pnn.police.uk

If a child's situation does not appear to be improving following a referral, the DSL may re-refer the child. We will also consider using the [CSCP's Escalation Policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

See page 22 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2023).

Female Genital Mutilation (FGM)

In cases where we become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, we have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires this is reported where they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If we believe a child is at risk of FGM, a referral to MASH will and must be made.

Cheylesmore Pre-School have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This

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is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the setting are aware the 28 days has been exceeded.

We are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. We will refer any concerns to Channel and to the MASH.

If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

Child on Child Abuse

We understand that both adults and other children can perpetrate abuse and can happen online or face to face. Child on child abuse is taken very seriously and can include bullying, (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The setting recognises that safeguarding issues can manifest as child on child abuse.

We will ensure all staff understand what is meant by child on child abuse.

In the event that an allegation of child on child abuse is made, victims, alleged perpetrators and any other children affected will be supported and referral to the MASH will be considered.

We will never pass off child on child abuse as ‘banter’, ‘having a laugh’, ‘part of growing up’ or other such termination that does not recognise the harm caused. It is recognised with this that all child-on-child abuse is unacceptable and will be taken seriously.

Cheylesmore Pre-School will adhere to guidance set out in Keeping Children Safe in Education (2023) when responding to incidents of child on child abuse.

We recognise that child on child abuse can occur for younger children. They may also be subject to, or witness, abuse that may occur more often with older children and young people. We recognise our duty to be alert and may be well placed to safeguard older siblings and young people in our community.

All staff will be made aware that ‘upskirting’ is a criminal offence.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CSE and CCE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

The setting is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced, even if they appear to have consented to the criminal activity.

CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

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The setting recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

Sharing of consensual or non-consensual nude and semi-nude images or videos

'Sharing of consensual or non-consensual nude and semi-nude images or videos' refers to any sharing of youth-produced sexual imagery between children. This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

The setting has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online.

Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include:

- Referrals to the MASH in regard to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation' (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy.

Any incidents of 'Sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral:

- Adult involvement
- Coercion or blackmail
- Children under the age of 13
- Extreme, or violent content
- Immediate risk of harm

Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

Domestic Abuse

Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

The setting recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse and/or experiencing it through own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn.

Searching, Screening and Confiscation

Keeping Children Safe in Education (2023) refers to Searching, Screening and Confiscation and this section focusses on older children. However, there may be incidents within the Early Years where an unsuitable item is discovered, for example in a child's bag or pocket.

Where we have a concern that a child may have brought an unsuitable item (e.g. drugs, weapon) into nursery, we will follow our safeguarding procedures to ensure the child and other children's safety.

Items of serious concern will be confiscated and given to the police. A referral will also be made to MASH, Children's Services.

Children Absent from Education - Children who are unexpectedly absent from our setting or leave without any reason or notice

Children absent from education are an area of concern. Although guidance is specific to school age children, it is vital that we as Early Years providers understand the similarities to children accessing early education. A child absent from our setting is not in itself a safeguarding matter, and there may be an explanation for a child not attending their expected session. However, regular attendance is an important safeguard and unexplained non-attendance can be an early indicator of risk and vulnerability.

To ensure all children are kept safe, we will monitor all children's attendance patterns to ensure they are consistent and are not cause for concern.

The intention is not to stop parents/carers spending time with their children, and our setting already has systems in place whereby parents and carers inform us of illness and absences for the purposes of ratios, monitoring infectious diseases and funding requirements etc.

Our setting will:

- Talk to parents/carers about the policies and procedures in place in relation to children's agreed patterns of attendance and the actions that the setting will take when a child does not attend, including Late Collection, Fees, Sick Child and Safeguarding;
- Talk to parents/carers to ensure they understand the importance to be punctual at arrival and collection times to enable the pre-school day to flow with minimum interruptions, explain the benefits for children as they arrive more settled and ready to learn, and that developing good habits in the early years will support children in later life;
- Ask parents/carers to give prior notice of any holidays, days off and that all incidents of sickness absence should be reported to the pre-school before the session starts on the first day of absence;
- If a child has not arrived by a specified time, 10 am for morning sessions 2pm for afternoon sessions, and the parents/carers have not made contact, staff will call the parents/carers to establish a reason for absence;
- If staff are concerned about the welfare of a child, they will use the emergency contacts provided to try and establish why the child is absent and to see if the family are safe and well;
- We will seek to hold at least two emergency contacts for every child;
- If staff cannot contact, or are concerned, they will speak to their Designated Safeguarding Lead (DSL);
- The Designated Safeguarding Lead will continue to try and contact the family and the emergency contacts to establish that the child and family are safe and well;
- Record all attempts to make contact, including: if no contact was made or a message was left/text sent, relevant details, any decisions made, and actions taken;

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- Where no direct contact was made, staff should record who will attempt next contact and when;
- The Designated Safeguarding Lead will consider any other action and appropriate safeguarding timescales. This might include
 - a visit to the home, following a risk assessment or if logistically possible e.g. distance, staffing, etc.
 - contacting Children's Services (Social Care)
 - requesting a Police health and welfare check
- Talk to parents/carers about any unplanned or persistent non-attendance and changes to the child's attendance to see if there are any barriers to accessing the setting and to offer support. This may include reviewing the sessions offered or times of session to the child. If any concerns remain these should be discussed with Designated Safeguarding Lead;
- Talk to families about any planned holidays and consider if there are any safeguarding concerns, sharing any concerns with the Designated Safeguarding Lead and any appropriate referrals made;
- Report any causes for concern to Children's Services (Social Care) where a child is part of a child protection plan or where there are already safeguarding and welfare concerns;
- If made aware of a planned move, or child is leaving the setting, staff will continue to work in partnership with parents/carers, ascertain the new address if applicable and the details of the new setting. The setting should then arrange a transfer of information to support the child's transition to the new setting.

A sample 'Transfer of Records Form' can be found on the Early Years Safeguarding Webpage under the 'Retention, destruction and transferring records' section:

<https://www.coventry.gov.uk/early-years-childcare/provider-resources/safeguarding-early-years-childcare>

Coventry's Transition Overview can support settings in these arrangements:

<https://www.coventry.gov.uk/early-years-childcare/provider-resources/13>

- In the event of any safeguarding and child protection concerns, a meeting will be arranged with the receiving provider's Designated Safeguarding Lead. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Where a child leaves the setting unexpectedly or suddenly, the settings Designated Safeguarding Lead should be made aware so that they can follow up on the reasons why the child had left, seek to resolve any concerns if appropriate, complete all necessary follow ups and actions to ensure the child and family are safe and well and to make any referrals as necessary.

Mental Health

Our setting recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

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We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem or is at risk of developing one. If staff are concerned that a child is suffering a mental health problem, they should talk to their setting Special Educational Needs and Disability Coordinator (SENDCO) to discuss making a referral for support.

If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead immediately.

Online Safety

Our setting recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2023:

- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)
- Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

Staff and children's use of the internet will be monitored by the Designated Safeguarding Lead.

Parental controls have been activated on networks to prevent access to inappropriate material.

Parents will be informed if children attempt to access inappropriate material online in the setting.

Any concerns about children's online activity should be directed to the Designated Safeguarding Lead.

All staff will ensure that their social media profiles are private and it is prohibited for these staff to be 'friends' or 'follow' parents / young people or children on social media.

Any contact between parents / young people or children and staff should be using the appropriate setting channels. See the cover page of this policy for contact details.

8. Early Help Assessment

We are committed to supporting families as soon as possible when a problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. We will work with our local family hub to support families in the community to improve outcomes for children.

Cheylesmore Pre-School works within the Coventry Safeguarding Children Partnership's ['Right Help, Right Time'](#) framework, available on the CSCP website.

9. Record-Keeping

All concerns, discussions and decisions made will be recorded in writing, kept confidential and stored securely.

A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. These will be locked in a cupboard and will only be accessed by the relevant safeguarding staff.

Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will be followed up in writing.

Information required to keep children safe will be shared with other agencies.

In the event that a child moves from our setting, the safeguarding file will be transferred to the new setting securely in a timely manner (5 days). Our setting will complete a record of the transfer demonstrating the exchange and confirmation from the new setting, that the records and any passwords have been received. Once the transfer has been received and documented, we will not retain the safeguarding information.

In the event of any safeguarding and child protection concerns, a meeting with the receiving provider's Designated Safeguarding Lead will be arranged.

All data processed is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018).

Further information regarding information sharing and data processing in relation to safeguarding can be found in:

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf

and Part One of Keeping Children Safe in Education (September 2023).

10. Photography and Images

Consent from parents/carers to photograph children at setting events for promotional reasons will be sought when the child joins the setting.

We will only take photographs of children when consent has been sought from parents and when the reason for doing so is clear and communicated to parents. Images of children will not be stored on personal mobile phones.

Parents can withdraw consent at any time and must notify the setting if they do not wish their child's photographs to be used.

Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

Photographs of children will be processed in line with the General Data Protection Regulation.

11. Staff Training

In order for staff to be able to understand and discharge their safeguarding and child protection duties, Cheylesmore Pre-School is committed to train staff throughout the year. All staff members will be made aware of Cheylesmore Pre-School's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their refresher, they will also receive:

- This Safeguarding and Child Protection Policy
- The staff Code of Conduct
- Setting procedures for children who are unexpectedly absent from our setting or leave without any reason or notice
- The supporting behaviour policy

Staff at Cheylesmore Pre-School will also carry out additional training:

This could include *Prevent, FGM, mental health, online safety, local authority training, DSL, e-bulletins etc.*

Cheylesmore Pre-School will support staff to develop their knowledge of wider safeguarding issues. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

12 Safer Recruitment

Cheylesmore Pre-School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks:

- Identity check
- DBS clearance
- Barred List check
- Reference check (two references required)
- Qualification's check (depending on the post applied for)
- Right to work in the UK check
- Further checks for those who have lived outside the UK
- Disqualification Under the Childcare Act 2006 checks (as required)
- Verification of the candidate's health and suitability, may also need to be sought

A record of all checks completed for all members of staff will be recorded and held on a single central record.

All new members of staff will be required to obtain DBS clearance. We reserve the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children and may request candidates to register on the DBS update service.

We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

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All safer recruitment practices comply with statutory guidance and can be found in our Safer Recruitment Policy.

Procedures are in place to ensure that only those who have been subject to the necessary checks have unsupervised contact with children.

Any visitor to the setting who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

13 Managing Allegations Against Adults who Work with Children (in a paid or unpaid capacity)- Persons in a Position of Trust

Cheylesmore Pre-School takes all allegations against persons in a position of trust seriously and will manage them in line CSCP Guidance.

Persons in a position of trust include all staff, students, volunteers and those living and/or working on the premises.

Allegations or concerns may include:

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

If a concern or allegation of abuse arises against any member of staff, agency staff, student, volunteer, contractor or those living and/or working on the premises, it must be reported to the Registered Person, Manager/ DSL without delay and not discussed directly with the person/s involved.

If a concern or allegation of abuse arises against the Owner, Manager, DSL or should there be a conflict of interest to the Owner Manager, DSL, it must be immediately reported to the LADO and Ofsted.

All concerns will be recorded, dated and signed.

Confidentiality will be respected throughout the process

Concerns relating to a position of trust issue will be referred to the Local Authority Designated Officer (LADO) promptly and within 24 hours.

Immediate referrals can be made via the following link:

https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado

This may be by the Owner, Manager, Designated Safeguarding Lead or Staff. Advice and guidance can be sought from the LADO where the setting is not sure if the concern or allegation meets the harms threshold for Designated Officer intervention.

See page 32 for the Early Years Procedure, Managing Allegations Against Adults who Work with Children (in a paid or unpaid capacity) Flowchart - **Appendix 2**

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Cheylesmore Pre-School understands it is important that the DSL/Manager/Registered Person or any other member of staff **does not** start to investigate the allegation and any discussions with the subject of the concern will be kept to a minimum until the Local Authority Designated Officer (LADO) has been informed. The LADO must be consulted on the initial planning and whether the member of staff should be informed of the allegation.

Cheylesmore Pre-School understands concerns must be reported to Ofsted promptly.

If a child has suffered or may have suffered abuse or harm, a MASH referral and/or a referral to the police will also be made.

In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Cheylesmore Pre-School in managing the allegation.

A referral to the Disclosure and Barring Service and/or Ofsted will be made if a person in a position of trust is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

Further information can be found in:

Early Years Procedures – Managing Allegations against adults who work with children.

https://www.coventry.gov.uk/downloads/file/31864/early_years_procedure_-_managing_allegations_against_adults_who_work_with_children

Agency Staff

Although the setting does not directly employ agency staff and contractors, the setting will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

Whistleblowing

Cheylesmore Pre-School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or our safeguarding processes to Amy Garton DSL

Appropriate whistleblowing procedures are in place whereby the Owner will take all concerns seriously.

In the event that an individual is unable to raise an issue with the Designated Safeguarding Lead, they should contact Ofsted for additional guidance on whistleblowing procedures.

Further information can be found in

Early Years Procedures – Managing Allegations against adults who work with children.

https://www.coventry.gov.uk/downloads/file/31864/early_years_procedure_-_managing_allegations_against_adults_who_work_with_children

14 Promoting safeguarding and welfare in the curriculum

Cheylesmore Pre-School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

Safeguarding and safety learning opportunities which are age and stage appropriate will be provided within our curriculum.

15 Children Looked-After

The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. We recognise that children looked after may have additional vulnerabilities by virtue of this and are committed to working with other agencies to ensure that Looked-After and previously Looked-After children receive the best possible support and care.

We are committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

16 Children with Special Educational Need and Disabilities (SEND) or physical health needs

Cheylesmore Pre-School is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers; and
- being unable to understand the difference between fact and fiction online content.

As outlined in Keeping Children Safe in Education (2023)

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead and our SENDCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from our SENDCO will be sought in these circumstances.

Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

17 Physical Intervention

There may be occasions when staff are required to use physical intervention to safeguard children, for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

We will keep a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

18 Summary

Cheylesmore Pre-School is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please speak to Amy Garton Pre-School Manager and DSL.

Appendix 1: Actions where there are concerns about a child

Children have an absolute right to be safe and live without fear

Concerned about a child's safety?

Emotional Abuse

Neglect

Other Concerns

Physical Abuse

Sexual Abuse

What Do I Do?

Record concerns or disclosure

in as much detail as possible. Keep the information factual.

Contact appropriate service/person using 'Useful Contact Numbers'

Complete an online referral form and submit to MASH (<http://www.coventry.gov.uk/safeguarding>)

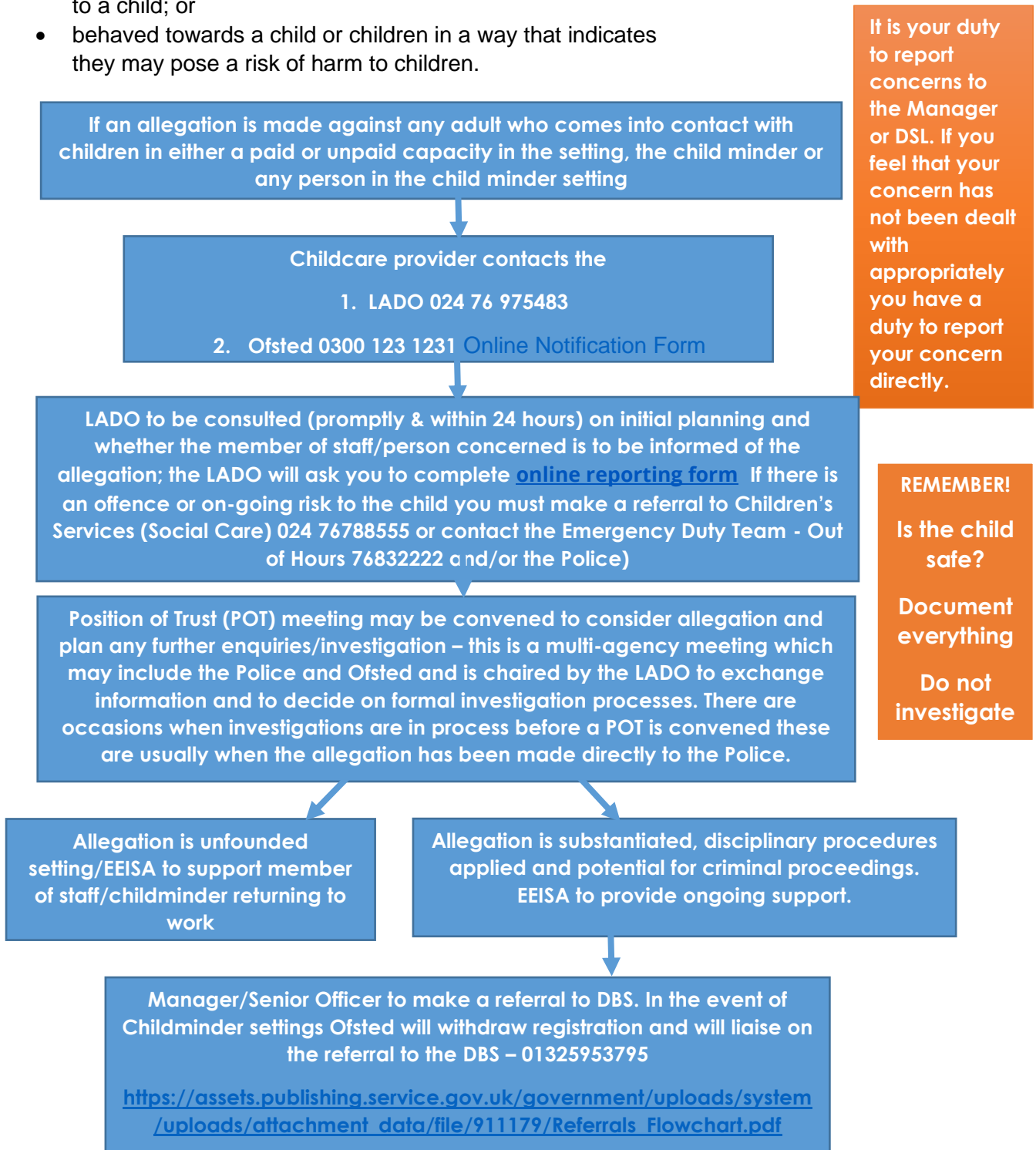
Ask The professional to contact you with feedback.

Always follow up if you have not heard back from the professional within an agreed timescale.

Appendix 2: Early Years Procedure, Managing Allegations Against Adults who Work with Children (in a paid or unpaid capacity) Flow Chart.

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.



Appendix 3: Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Children who don't want to change clothes in front of others or participate in physical activities.
- Children who are having problems, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Children who are regularly 'missing school' or education. (absent)
- Children who are reluctant to go home.
- Children with poor attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from 'school' when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away.
- Children who shy away from being touched or flinch at sudden movements.

The setting recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.