

# EATON MILL WRAPAROUND



## CHILD PROTECTION AND SAFEGUARDING POLICY

Effective: January 2019  
Review Term: January 2020

### INTRODUCTION

Eaton Mill Wraparound is committed to safeguarding and promoting the welfare, both physical and emotional, of every child both inside and outside of the setting premises. Eaton Mill Wraparound implements a whole-setting preventative approach to managing safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating children on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that directors, the CEO and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Chief Executive Officer (CEO) and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Understanding the importance of considering the wider environmental factors in a child's life that may be a threat to their safety.

### Key Contacts

Senior Designated Safeguarding Lead (SDSL)	Sarah Daniells
Designated Safeguarding Lead (DSL)	Tracey Onan
Deputy Designated Safeguarding Lead	Julie Milton
Deputy Designated Safeguarding Lead	Gemma Marchant
Senior Consultant for Safeguarding (SCS)	Collette Butler
CEO	Warren Harrison
Director for Safeguarding	June Mason

In the event of not being able to contact the DSL or SDSL, child protection matters will be dealt with by the Deputy DSLs.

Children's Social Care Services (CSCS) 01908 253169/253170 / [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)  
Multi-Agency Hub (MASH)

### 1. Definition

For the purpose of this policy, Eaton Mill Wraparound will define "**safeguarding and protecting the welfare of children**" as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

## 2. Legal framework

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

### Legislation

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (as amended)
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Education (Setting Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Children and Families Act 2014
- Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Data Protection Act 1998
- The Childcare (Disqualification) Regulations 2009

### Statutory guidance

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in settings and colleges'

Other relevant setting policies and procedures include:

- Allegations of Abuse Against Staff Statement
- Behaviour Policy
- Whistleblowing Policy
- Acceptable Use of ICT Agreement
- Exclusion Policy
- Staff Code of Conduct
- Personal Care Policy
- Accidents at Home Procedure
- Administering Medicines Policy
- Snack Policy
- Food and Drink Policy
- Hygiene Policy

### 3. Roles and responsibilities

The Director has a duty to:

- Ensure that the setting complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the setting are effective and comply with the law at all times.
- Guarantee that the setting contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (2015).
- Confirm that the setting's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a director is nominated to liaise with the LA Designated officer (LADO) and/or Ofsted and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the CEO or other director.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff to the role of SDSL and DSL as an explicit part of the role-holder's job description – there should always be cover for the SDSL.
- Make sure that children are taught protective behaviours.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other children.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of children and staff.
- Make sure that children's wishes and feelings are taken into account when determining what action to take, and what services to provide to protect individual children.
- Guarantee that there are systems in place for children to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual setting head to discuss how the child premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for children who go missing from setting, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all directors have been subject to an enhanced DBS check.

The CEO has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching and childcare profession.
- Ensure that the policies and procedures adopted by the directors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2018 guidance at induction.

The SDSL and DSL have a duty to:

- Refer all cases of suspected abuse to Children's Social Care Services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the CEO to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the setting's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the directors and Senior Safeguarding Lead to ensure the setting's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the setting's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the setting may make referrals for suspected cases of abuse or neglect, as well as the role the setting plays in these referrals.
- Link with the LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a child's child protection file is copied when transferring to a new setting.
- Be available at all times during setting hours to discuss any safeguarding concerns.

**NB.** The setting will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

Other staff members have a responsibility to:

- Safeguard children's wellbeing and maintain public trust in their profession as part of their professional duties.
- Provide a safe environment in which children can develop and learn.
- Act in accordance with setting procedures with the aim of eliminating unlawful discrimination, harassment and victimisation.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.

- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the SDSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to CSCS and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the SDSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the setting's procedure for, and approach to, preventing radicalisation.
- Inform the setting where they are in a position where their relationships and associations outside of setting (including online) may have an implication for the safeguarding of children in setting.
- Must not be under the influence of alcohol or any other substances which may affect their ability to care for children.
- Must ensure any personal medication is stored securely and out of reach of children at all times.

#### **4. Inter-agency working**

Eaton Mill Wraparound contributes to inter-agency working as part of its statutory duty.

The setting will work with CSCS, the police, health services and other services to protect the welfare of its children, through the early help process and by contributing to inter-agency plans to provide additional support.

The setting recognises the importance of information sharing between professionals and local agencies in order to effectively meet children's needs.

In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on settings to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the child being placed at risk of harm.

#### **5. Abuse and neglect**

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and that multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a child being identified as at potential risk of abuse or neglect.

When identifying children at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places that are also inconsistent with their age.
- Poor concentration and acting withdrawn.
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language.
- Fear of abandonment.
- Depression and low self-esteem.

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and image based sexual abuse.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the setting's Anti-Bullying Policy.

Staff members will be aware of the effects of a child witnessing an incident of abuse, such as witnessing domestic violence at home.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and image based sexual abuse, and will understand that these put children in danger.

## 6. Types of abuse and neglect

**Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.

**Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

**Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

**Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

## 7. Female genital mutilation (FGM)

For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the child.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM

- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Indicators that FGM may have already taken place include the following

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from setting followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse, and will be treated and escalated as such.

## **8. Child sexual exploitation (CSE)**

For the purpose of this policy, "child sexual exploitation" is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- a) In exchange for something the victim needs or wants
- b) For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of CSE, they will speak to the SDSL and local safeguarding procedures will be followed.

## **9. Preventing radicalisation**

Protecting children from the risk of radicalisation is part of the setting's wider safeguarding duties.

Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The setting will work with the LSCB as appropriate.

## **Training**

The SDSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The SDSL will hold

formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **Channel programme**

Safeguarding children is a key role for both the setting and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable child is at risk of being involved in terrorist activities.

### **Building children's resilience**

Eaton Mill Wraparound will:

- Teach children about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **10. A child missing from early education**

A child going missing from setting is a potential indicator of abuse or neglect and as such contact with the parent/carer will be instigated to investigate reasons for absence.

Staff will monitor children's that go missing from the setting, particularly on repeat occasions, and report them to the SDSL following normal safeguarding procedures.

### **Admissions register**

Children are placed on the admissions register at the beginning of the first day that is agreed by the setting, or when the setting has been notified that the child will first be attending.

The setting will ensure that all registers are kept up to date and accurate at all times.

The setting must hold at least two emergency numbers for every child attending the setting.

### **11. Children with SEND**

The setting recognises that children with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of children.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the child's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers
- Risk of peer group isolation

When reporting concerns or making referrals for children with SEND, the above factors will always be taken into consideration.

Staff will ensure that the safeguarding and welfare concerns are taken into account when restraint techniques are used on children with SEND.

The setting will create Individual Risk Assessments and Support Plans for children with SEND who display unsafe behaviours to minimise the likelihood of challenging behaviour.

When managing a safeguarding issue relating to a child with SEND, the SDSL or DSL will liaise with the setting's SENCO, as well as the child's family where appropriate to ensure that the child's needs are effectively met.

## **12. Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard the child's welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

In light of the above the setting understands that they have a mandatory duty to inform the local authority of children in such arrangements and staff know to inform the SDSL of any child whom they are aware of living in such circumstances.

## **13. Concerns about a child**

When identifying concerns, staff members will use their professional judgement and decisions will be made on a case-by-case basis.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 16 of this policy.

If a staff member has any concerns about a child, they will raise them with the DSL as soon as possible who, if necessary, will refer this up to the SDSL who may refer the case to specialist or early help services.

Where the DSL is not available to discuss the concern with, staff members will contact the SDSL and when the SDSL is not available, the Deputy DSL with the matter.

All staff members are aware that all verbal conversations causing concern must be promptly recorded in writing and passed to the DSL.

If a referral is made about a child by anyone other than the DSL, the SDSL and DSL will be informed as soon as possible.

The CSCS will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the CSCS regarding what action is necessary for the child.

If the situation does not improve after a referral, the SDSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the child.

If early help is appropriate, the case will be kept under constant review. If the child's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded by the SDSL and kept securely in a locked cabinet in the HELPAS Hub.

If a child is in immediate danger, a referral will be made to CSCS and/or the police straight away.

Where there are safeguarding concerns, the setting will ensure that the child's wishes are always taken into account, and that there are systems available for children to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the child feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

#### **14. Managing referrals**

The reporting and referral process outlined in Appendix A (KCSIE Sept 2018) will be followed accordingly.

All staff members, in particular the SDSL and DSL, will be aware of the LA's arrangements in place for managing referrals. The SDSL will provide staff members with clarity and support where needed.

When making a referral to CSCS or other external agencies, information will be shared in line with section 16 of this policy and will only be shared where necessary to do so.

The SDSL and DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the children involved.

The SDSL will work closely with the police to ensure the setting does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The setting will not wait for the start, or outcome, of an investigation before protecting the victim and other children; this applies to criminal investigations as well as those made by CSCS.

Where CSCS decides that a statutory investigation is not appropriate, the setting will give consideration to referring the incident again if it is believed that the child is at risk of harm.

Where CSCS decides that a statutory investigation is not appropriate and the setting agrees with this decision, the setting will give consideration to the use of other support mechanisms, such as early help and pastoral support.

Discussions of concerns with parents will only take place where this would not put the child or others at potential risk of harm.

#### **15. Concerns about staff members and safeguarding practices**

If a staff member has concerns about another member of staff then it will be raised with the CEO.

If the concern is with regards to the CEO, it will be referred to the director for safeguarding.

Any concerns regarding the safeguarding practices at Eaton Mill Wraparound will be raised with the CEO, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the CEO, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the setting's Allegations of Abuse Against Staff Statement.

Ofsted will be notified within 14 days of any allegations of serious harm or abuse by any person working in the setting.

## **16. Allegations of abuse against other children**

All staff will be aware that children are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".

The setting is aware that peer-on-peer abuse can be manifested in many different ways, which aims to cause physical, emotional or psychological harm.

All allegations of abuse, not including sexual violence, made against other children, and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the setting's Anti-Bullying Policy. All allegations of sexual violence will be managed in line with the DfE's 'Sexual violence and sexual harassment between children in settings and colleges' 2017 guidance, including offering ongoing support to both the victim and alleged perpetrator.

## **17. Communication and confidentiality**

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with Freedom of Information and GDPR policies. Staff members are aware that The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent where failure to do so would result in the child being placed at risk of harm.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the setting will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Concerns will only be reported to those necessary for its progression (e.g. the child's key worker, if it's not safe for the child to be with a certain relative following a safeguarding concern raised), and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a child, staff members will not promise the child confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects children from harm, information can be lawfully shared without the victim's consent, e.g. If doing so would prejudice the prevention, detection or prosecution of a serious crime.

Depending on the nature of a concern, the SDSL or DSL will discuss the concern with the parents of the children involved.

- Where discussion with the parents could potentially put a child at risk of harm, this will not be done.

- Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the setting will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

## **18. Online safety**

All children will be made aware of online risks and taught how to stay safe online.

All staff members will, through training, be made aware of the following:

- Child attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a child's online activity.

Eaton Mill Wraparound will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the setting's E-Safety Policy.

The use of mobile phones by staff and children is closely monitored by the setting, in accordance with the Acceptable Use of IT Agreement.

## **19. Safer recruitment**

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the setting at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

### **Pre-employment checks**

The directors will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.uk website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the setting considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.

A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

An enhanced criminal records DBS check will be carried out for each member of the directors.

The setting will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

### **Barred list check**

An enhanced DBS check may be requested for anyone working in setting that is not in regulated activity, but does not have a barred list check.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will be sought on all short-listed candidates, including internal ones, and checked on receipt to ensure that all specific questions were answered satisfactorily.

Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

Checks will be conducted to ensure that the person presenting themselves for work is the same person on whom the checks have been made.

### **Volunteers**

No volunteer will be left unsupervised with a child or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

The setting will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the setting will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

The setting will ensure that policies and procedures are in place to protect children from harm during work experience placements.

The setting will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the setting.

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

## **20. Single central record (SCR)**

The setting keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the setting.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A signed statement of receipt of Part 1 and Annex A from Keeping Children Safe In Education 2018.

For supply staff, the setting will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

## **21. Staff suitability**

All centres providing care for children under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

A disqualified person will not be permitted to continue working in the setting, unless they apply for and are granted a waiver from Ofsted. The setting will provide support with this process.

Staff must inform the setting where they are in a position where their relationships and associations outside of setting (including online) may have an implication for the safeguarding of children in the setting.

All staff are expected to inform the setting if their circumstances change which may have implications for the safeguarding of children in the setting.

The setting is required to inform all existing and new staff that the Disqualification under the Childcare Act 2006 applies to them should they work with children above reception age during Nursery hours and / or children under 8 in supervised activities during out of Nursery hours and as such are required to complete a self-declaration to ensure their suitability to work in the setting.

## **22. Training**

Staff members will undergo safeguarding and child protection training at induction, and in line with advice from the LSCB.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the setting.

The SDSL and DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The SDSL will also undergo Prevent awareness training which will enable them to understand and support the setting with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

The DSL and deputy DSL's will also undergo the same training as the SDSL and, therefore, will be trained to the same standard, though ultimately, the SDSL will lead safeguarding practices at the setting.

## **23. Reasonable Force**

### **Key Points**

Staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior leaders should support their staff when they use this power.

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.

Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, settings generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.

Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

### **Who can use reasonable force?**

All members of staff have a legal power to use reasonable force.

This power applies to any member of staff at the setting. It can also apply to people whom the head teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on an organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.

Force is used for two main purposes – to control children or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The setting can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts an event or a trip or visit;
- prevent a child from leaving the setting where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight
- restrain a child at risk of harming themselves through physical outbursts.

The Setting will not:

- Use force as a punishment – it is always unlawful to use force as a punishment.

The setting will inform the parent/carer if a child's movements have had to be restricted and will provide a copy of the Restrictive Physical Intervention Significant Incident Record at the earliest opportunity, usually on the same day.

Staff members will undertake training to ensure that safe restrictive techniques are used when a child's movements need to be restricted.

## **24. Unreasonable Chastisement**

It is illegal for a parent or carer to smack their own child, except where it amounts to "reasonable punishment", according to section 58 of the Children Act 2004.

Any injury sustained by a child cannot be considered to be as the result of reasonable punishment.

Hitting a child in a way which causes wounding, actual bodily harm, grievous bodily harm or child cruelty is illegal.

It is illegal to use any implement on a child for the purpose of chastisement.

It is illegal to use stress positions, such as crouching, for the purpose of chastisement.

The setting has a legal obligation to report any concerns where a child is believed to be at risk of or suffering from any forms of physical abuse.

## **25. Monitoring and review**

This policy is reviewed annually by the SDSL, SCS and the CEO.

Any changes made to this policy by the CEO, SCS and SDSL will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is January 2020.

## Contacts and Advice

### Eaton Mill Wraparound Key Contacts

Senior Designated Safeguarding Lead (SDSL)	Sarah Daniells
Designated Safeguarding Lead (DSL)	Tracey Onan
Deputy Designated Safeguarding Lead	Julie Milton
Deputy Designated Safeguarding Lead	Gemma Marchant
Senior Consultant for Safeguarding (SLS)	Collette Butler
Chief Executive officer (CEO)	Warren Harrison
Director for Safeguarding	June Mason

In the event of not being able to contact the SDSL or DSL, child protection matters will be dealt with by the Deputy DSLs.

### SCSC: Milton Keynes Local Authority (MKCSB)

To make a referral or consult Children's Services regarding concerns about a child:  
Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or  
Emergency Social Work Team 01908 265545 out of office hours  
email: [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)

For allegations about people who work with children:

Contact the MASH as above

Or:

Local Authority Designated Office (LADO)

Tel: Jo Clifford 01908 254300

email: [lado@milton-keynes.gov.uk](mailto:lado@milton-keynes.gov.uk)

For information about safeguarding training for schools and education settings contact the secretary to the Children & Families Head of Safeguarding:

Tel: 01908 254962 or email: [sue.butler@milton-keynes.gov.uk](mailto:sue.butler@milton-keynes.gov.uk)

For general queries regarding safeguarding, please feel free to contact the Children & Families Head of Safeguarding:

Tel: 01908 254307 or email: [jo.hooper@milton-keynes.gov.uk](mailto:jo.hooper@milton-keynes.gov.uk)

More information and guidance about safeguarding children, including inter-agency training opportunities, can be found on:

Milton Keynes Safeguarding Children Board website: [www.mkscb.org/mkscb/](http://www.mkscb.org/mkscb/)

### Other Contacts:

NSPCC: <https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

CEOP: <https://www.ceop.police.uk/safety-centre/>

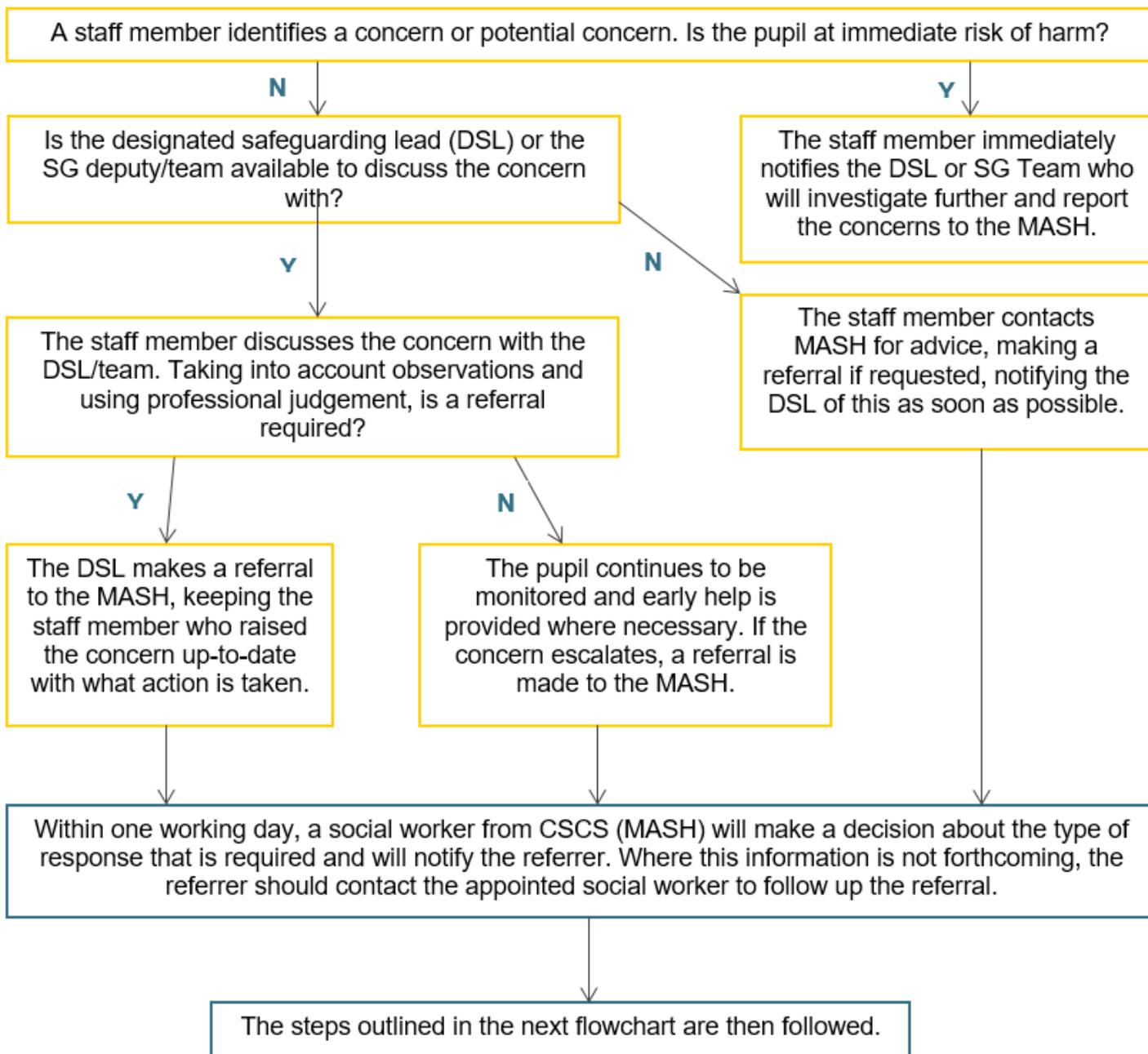
Prevent Advice: <https://educateagainsthate.com/>

## Safeguarding Reporting Process

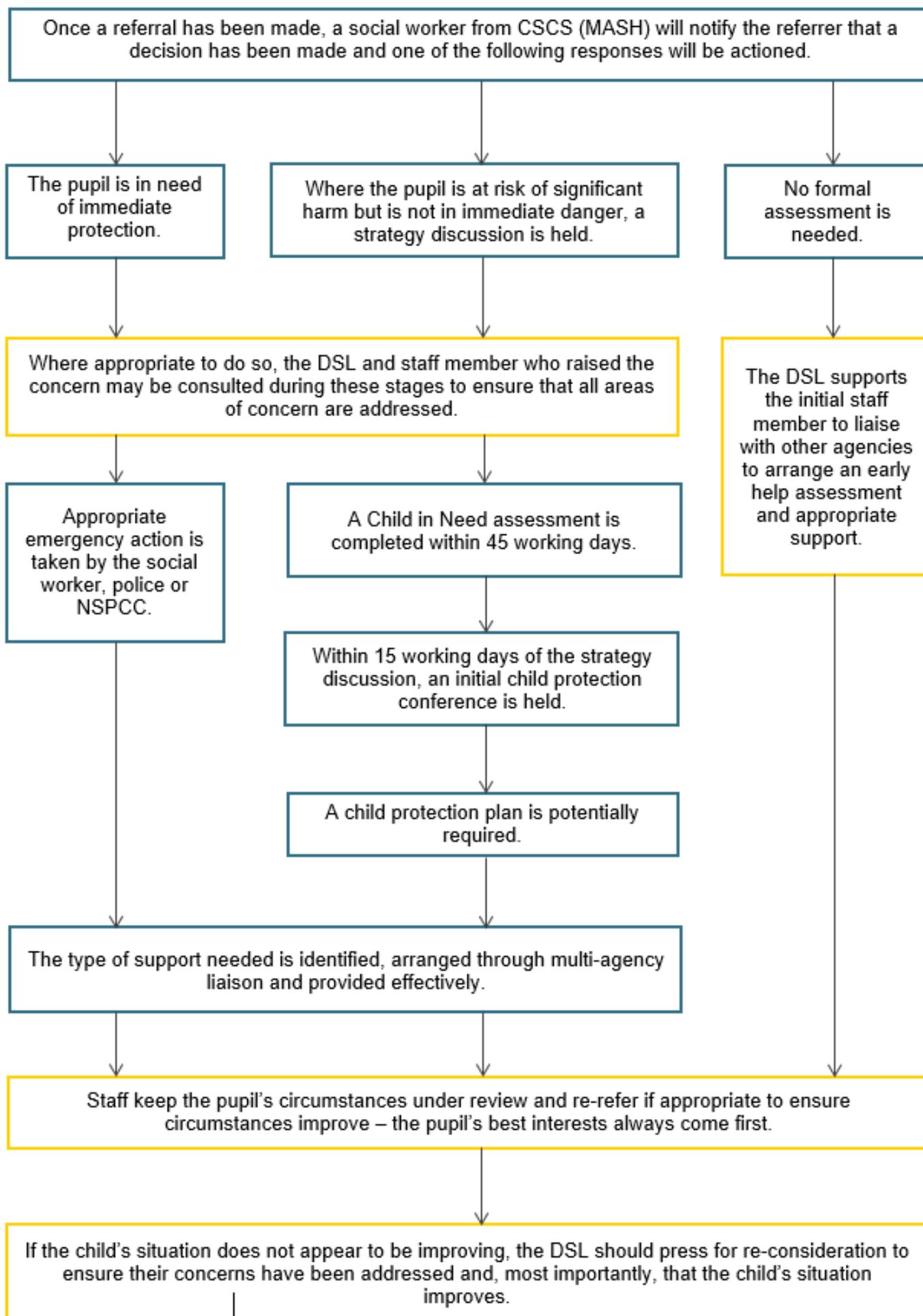
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the setting are outlined in yellow, whereas actions taken by another agency are outlined in blue. CSCS in Milton Keynes is represented by the MASH (Multi Agency Safeguarding Hub).

### Before A Referral Is Made



## After A Referral Is Made



## Staff Disqualification Declaration

Eaton Mill Wraparound:	
Name of Staff Member:	Position:
<b>Orders and other restrictions</b>	<b>Circle one option</b>
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009?	Yes/No
Are you barred from working with children by the DBS?	Yes/No
Are you prohibited from teaching?	Yes/No
<b>Specified and statutory offences</b>	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> <li>• Any offence against or involving a child (person under the age of 18)?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>• Any violent or sexual offence against an adult?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>• Any offence under The Sexual Offences Act 2003?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>• Any other relevant offence?</li> </ul>	Yes/No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes/No
<b>Disqualification by association</b>	
To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section.	Yes/No
<b>Provision of information</b>	
If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
<b>You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.</b>	
<b>Declaration</b>	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that: <ul style="list-style-type: none"> <li>• I understand my responsibilities to safeguard children.</li> <li>• I understand that I must notify my CEO immediately of anything that affects my suitability to work within the setting. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.</li> </ul>	
Signed:	
Print name:	
Date:	

# Safeguarding Induction Sheet



We **all** have a statutory duty to 'safeguard and promote the welfare of children', this means:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best life chances

If you have **any** concerns about the wellbeing and safety of a child or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away. Some issues e.g. a child's appearance, hygiene and general behaviour can be shared with any teacher or member of support staff.

However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must report your concerns to the people below **immediately**:

Senior Designated Safeguarding Lead (SDSL)	Sarah Daniells
Designated Safeguarding Lead (DSL)	Tracey Onan
Deputy Designated Safeguarding Lead	Julie Milton
Deputy Designated Safeguarding Lead	Gemma Marchant
Senior Consultant for Safeguarding (SCS)	Collette Butler

**Physical abuse** is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

**Sexual abuse** is when a child is forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online.

**Emotional abuse** is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

**Neglect** is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.

- A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.
- A child may be put in danger or not protected from physical or emotional harm.
- They may not get the love, care and attention they need from their parents.

**Do not** investigate or question the child yourself and **do not** discuss or seek advice from any other member of staff. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

Shortly after joining us you will receive full Safeguarding Training, however, in the interim, if you would like more information about policies and procedures about Safeguarding, please do not hesitate to ask.

**Thank you for supporting and safeguarding the children in our setting**

# Annual Safeguarding Refresher



We **all** have a statutory duty to 'safeguard and promote the welfare of children'. This means:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best life chances

If you have **any** concerns about the wellbeing and safety of a child or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away. Some issues e.g. a child's appearance, hygiene and general behaviour should initially be shared with your line manager.

However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must report your concerns to one of the people below **immediately**:

Senior Designated Safeguarding Lead (SDSL)	Sarah Daniells
Designated Safeguarding Lead (DSL)	Tracey Onan
Deputy Designated Safeguarding Lead	Julie Milton
Deputy Designated Safeguarding Lead	Gemma Marchant

Below is a list of definitions of the different types of abuse and what to look out for:

**Physical abuse** is deliberately hurting a child. This may cause injuries such as bruises, broken bones, burns or cuts.

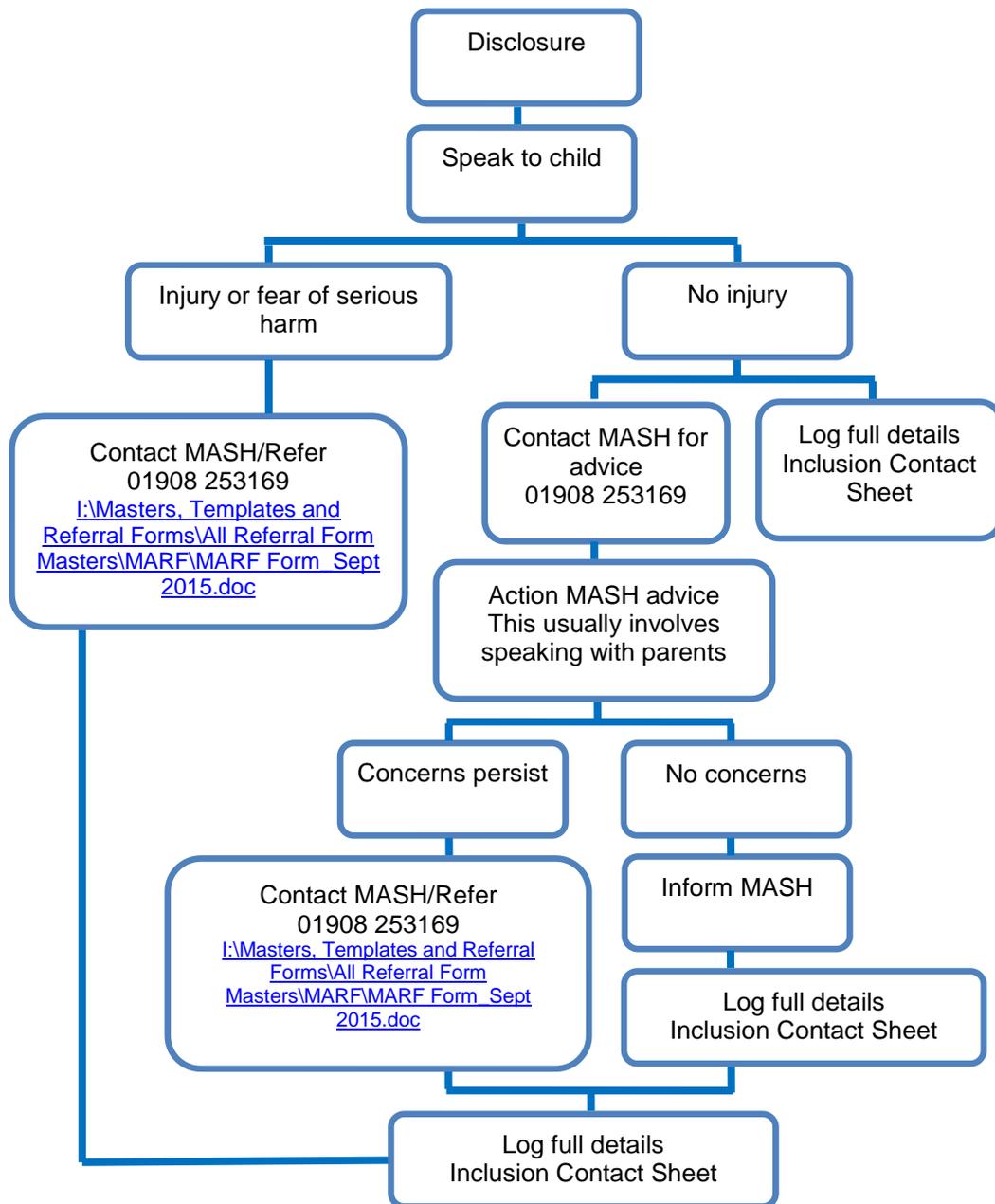
**Sexual abuse** is when a child is forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and includes being led to view sexual images. This can happen online.

**Emotional abuse** is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

**Neglect** is the ongoing failure to meet a child's basic needs and is the most common form of child abuse:

- A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.
- A child may be put in danger or not protected from physical or emotional harm.
- They may not get the level of love, care and attention they need from their parents to thrive.

If the child protection concern is during the settings opening times, **do not** investigate or question the child yourself and **do not** discuss or seek advice from any other member of staff. Don't worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation. Please see the attached flow chart which outlines the steps the safeguarding team will take following receiving a safeguarding report/concern.



If you have concerns about a child outside of the settings hours or the child does not attend our setting, you have a duty to refer your concern to the Milton Keynes Safeguarding Hub (MASH) yourself on 01908 253169. This can be done anonymously.

If a child chooses you to disclose to, you should never promise that you will not tell anyone about it, but explain that you need to pass the information on because you're worried for them.

If you would like more information about policies and procedures about Safeguarding, please do not hesitate to ask us in the HELPAS Hub.

**Thank you for supporting and safeguarding the children in our setting**

# Annual Safeguarding Refresher



Please sign and print below and return to Sarah Daniells.

I confirm that I have read and digested the information sheets issued to me as an annual safeguarding refresher. I have retained them for my future reference.

Signed: \_\_\_\_\_

Print: \_\_\_\_\_

Date: \_\_\_\_\_



## Restrictive Physical Intervention Significant Incident Record

<b>Child's Name:</b>	<b>Class:</b>
<b>SEN status / Vulnerability:</b>	<b>Date and time:</b>
<b>Location:</b>	<b>Staff Involved:</b>
<b>Other adults / children involved:</b>	

<b>Details of the restrictive physical intervention used including method and force used:</b>

<b>Antecedents:</b> Describe what the behaviour looked / sounded like:

<b>De-escalation strategies used:</b>

<b>Injuries suffered to any parties and first aid / medical attention needed:</b>

<b>Follow-up</b> including post-incident support given and sanctions imposed:

<b>Details of information shared with other staff and / or agencies:</b>

<b>Reporting staff's signature:</b>	
<b>Position:</b>	
<b>Date, time and method of parent being informed:</b>	
<b>Method copied to parent:</b>	

*The names of children should be removed before information sharing with parent/ carer and staff names are only to be included with their consent. The complete Significant Incident Record does not have to be sent as part of the legal requirement to notify parents.*