



Safeguarding Policy for Early Years

Jellytots Preschool

Developed by	Zoe Liddle
Date developed	Sept 2024
Review date	Reviewed regularly and updated annually

This policy will be reviewed and ratified at a minimum annually and/or following any updates to national and local guidance and procedures.

Key Setting Information

Name of Setting	Jellytots Preschool
DfE or Ofsted Registration Number	EY536492
Setting Type	Childcare on non- domestic premises
Setting Main Phone Number	07940380408
Setting Main Email	office@jellytots-eastcote.co.uk
Setting Address	Eastcote community centre, Southbourne Gardens, Ruislip, HA4 9SQ
Designated Safeguarding Lead	Zoe Liddle / Sharon McMahon
Named Person responsible for Allegations against staff in setting	Zoe Liddle/ Sharon McMahon
SENCo	Zoe Liddle
Manager	Zoe Liddle
Charity Keyperson/Managing Business	Tracey Holder

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Purpose and Aims

The Statutory Framework for the Early Years Foundation Stage 2024, <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> sets out the standards for learning development, assessment and the safeguarding and welfare requirements which all Early Year's providers must meet in order to ensure the children in their care learn and develop well and are kept healthy and safe.

To meet this requirement, I will ensure that all our staff (including myself) are trained to understand the settings safeguarding policy and procedures and that I/ they have up to date knowledge of safeguarding issues which will enable them/ me to identify the signs and symptoms of possible abuse.

Our Safeguarding policy applies to all staff, including paid staff, volunteers, students or anyone working on behalf of the setting.

The aim of our safeguarding and child protection policy at (Jellytots Preschool) is to provide all staff, visitors and volunteers with a framework which will enable them to safeguard and promote the welfare of all children in the setting.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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

Taking action to enable children to have the best outcomes

Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Legislative & Guidance Framework

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage

This Safeguarding policy and procedures have been developed in accordance with the principles established by the Children Act 1989; and is in line with the following statutory and departmental guidance:

Statutory Framework for the Early Years Foundation Stage 2024

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Safeguarding and Welfare requirements)

Keeping Children Safe in Education 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What to do if you are worried a child is being abused 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

“The Prevent Duty Guidance for England & Wales’ 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

“Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers” 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Safeguarding children and protecting professionals in early years settings: Online safety guidance for practitioners 2019

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Statutory guidance SEND code of practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Responsibility of Jelly tots Preschool Management

The overall responsibility for the compliance with statutory safeguarding requirements lies with the Jelly tots manager and DSL. In such case Zoe Liddle/ Sharon McMahon is nominated as having the lead responsibility for Safeguarding. Therefore Zoe Liddle and Sharon McMahon are responsible for ensuring that there are appropriate policies and procedures in place for action to be taken in a timely manner to safeguard and promote the welfare of the children.

We recognise that everyone who comes into contact with the children and their families / carers has a role to play. To fulfil this responsibility effectively we will make sure that our approach is a child centred one. This means in terms of actions taken we will always consider what is in the best interests of the child.

At Jelly tots, we acknowledge (myself and staff) that at Jelly tots, we are in a unique position to observe any changes in a child's behaviour or appearance which could alert us/ myself to safeguarding concerns about their well-being. This is especially important in children who are unable to communicate through spoken language e.g. babies, very young children and children with SEND.

We are therefore guided by the following key principles.

All children have the right to be safe and should be protected from all forms of abuse and neglect

Safeguarding children is everyone's responsibility

It is better to help children as early as possible before issues escalate and become more damaging

Children and families are best supported and protected when there is a coordinated response from all agencies

As part of our ongoing commitment to safeguarding children we will ensure that this policy is readily available for professionals, parents and partners, to access by contacting a member of staff to view at the setting at any time. We will ensure that parents are also given access to the policy prior to children attending the setting by giving parents/ carers an induction parent pack and with new parent meetings with their keyworker once your child has started, and regular updates, with parents through keyworker and parent meetings throughout. Where English is not the parents first language, support will be given as much as possible to access the information.

We will ensure all staff are supported to read, understand and put the policy into practice. We will ensure staff access safeguarding and child protection training at a minimum annually and receive support and supervision. In addition to this Safeguarding Policy, we also have other supporting policies and procedures in place to enable us to ensure that all children in our care are supported and feel safe.

Covid-19

Early years settings are responsible for safeguarding and caring for, and supporting the development of, children who attend as set out in the [Statutory framework for the early years foundation stage \(EYFS\)](#). Local agencies, services and settings should work together to actively look for signs of harm given the greater risk of harm some children may have been exposed to through the coronavirus (COVID-19) outbreak. In the case of vulnerable children and particularly those with social workers, early years providers should continue to encourage those children to attend regularly and notify their social worker if they stop attending. Settings are also responsible for planning and implementing the 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak.

The Department for Education produced guidance for Early Year Providers [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#). [Latest COVID-19 advice and information](#)

Obligatory practice for ALL staff

At Jelly tots preschool we recognise that we, as individuals:

- Are responsible for safeguarding
- Must be able to identify the signs and symptoms of abuse
- Must be able to identify concerns (Early Help / Child in Need / Child Protection / Allegations Against professionals
- Aware that children's poor behavior may be a sign that they are suffering harm or that they have been traumatized by abuse.
- Understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behavior and positive mental health.
- Understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behavior and education.
- Understand that safeguarding incidents and/or behaviors can be associated with factors outside the setting and/or can occur between children outside of these environments.
- Must be familiar with internal reporting procedures and processes (reporting safeguarding concerns to DSL/ Manager)
- Must contact, for advice and guidance, on any concerns to MASH in the absence of Designated Safeguarding Leads (DSL) including any low-level concerns
- Must ensure that all safeguarding concerns are shared promptly with DSLs
- Must be able to challenge professional safeguarding decisions internally/ externally with other agencies
- Must refer/ escalate a case if we disagree with the DSL not to refer, with respect and transparency
- Must be able to whistle blow when required
- We are also aware as individuals regardless of where we work within our setting that we are responsible for reading and reviewing the safeguarding policies of Jellytots Preschool

Designated Safeguarding Lead (DSL)

The role of the DSL 's will be made explicit in both post holders job descriptions. The Managing Trustees with Lead responsibility for Safeguarding will ensure that both persons appointed as DSL's are trained to the same standard. Both the DSL's will be given the appropriate authority, time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters.

At Jellytots preschool the Designated Safeguarding Lead (DSL) Zoe Liddle and Sharon McMahon, have a specific operational responsibility for implementing the organisations safeguarding and child protection policies and procedures. If Zoe Liddle or Sharon McMahon are unavailable, to ensure safeguarding matters are dealt with, MASH should be contacted.

To safeguard children our Designated Safeguarding Lead Zoe Liddle and Sharon McMahon will undertake formal DSL training at a minimum every two years. This will be to equip and provide them both with the knowledge and skills required to carry out the role of the DSL and support staff. In addition, the DSL's will attend regular DSL forums at a

minimum four times a year and will access safeguarding updates into developments and training relevant to the role of the DSL including managing allegations and managing thresholds.

Working in partnership

We will work in partnership with all agencies i.e. Hillingdon Safeguarding Partnership & Local Authority Designated Officer (LADO) service, Early Help, Multi-Agency Safeguarding Hub (MASH), Social Care, Health and the Police to ensure the children's safety and welfare is always paramount. We will also seek to establish effective working relationships with both parents, carers and other colleagues so that we can develop and provide activities and opportunities that will enable and equip the children in our care with the necessary skills that they will need to develop protective behaviours and life skills to keep themselves safe from harm.

As part of our partnership working, we will make available information to parents and carers with regards to the following

- how the setting supports children with special educational needs and disabilities
- food and drinks provided for children
- details of all our safeguarding policies and procedures
- failing to collect a child at the appointed time, or in the event of a child going missing at the setting
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers and who to contact in an emergency, minimum of two emergency contacts must be provided on child's registration

Staffing and Safer Recruitment

We are an equal opportunity setting and are committed to using non-discriminatory procedures in our recruitment process, to ensure all candidates who apply for employment at Jellytots preschool are treated fairly and that we recruit people who are suitable to fulfil the requirement of their role.

To recruit we pay regards to the Keeping Children Safe in Education 2023 and the EYFS 2024 3.9, 3.10, 3.12 and Criminal record checks (DBS) for childcare workers and the London Child Protection 5th edition.

To prevent unsuitable people working with children in our setting we have put in place a robust safer recruitment procedure.

All individuals working in any capacity at Jellytots preschool will be subjected to safeguarding checks in line with the statutory legislation set out by the Department of Education, Local Authority and OFSTED, for group and school-based provider

In recruiting staff, we will ensure that every job description and person specification have a clear statement about the safeguarding responsibilities of the post holder which is to safeguard and promote the welfare of children

To recruit staff, we will ensure that at least one member of every interview panel has completed safer recruitment training and:

All candidates will be subjected to qualification and identity checks

An enhanced DBS certificate which includes a barred list information check will be undertaken for all candidates

All records will be kept which relate to the employment of staff and volunteers, thus demonstrating that checks have been undertaken, including the date and number of the enhanced child barring DBS check.

We will obtain a minimum of at least two references for all potential new staff and volunteers, before them starting with Jellytots.

All new staff are required to produce documentation that confirms they have the right to work in the UK.

All permanent appointments to Jelly Tots will be subject to a probationary period of 3 months

All staff and/ or volunteers will be fully inducted into the setting with regards to understanding the safeguarding policy and procedures of the setting and will be trained to identify signs and symptoms of possible abuse EYFS 2021, 3.6

Staff, volunteers, student induction, training & development

The DSL will ensure that all new members of staff, volunteers and students are given an induction into the setting that will include the following:

- *To show and explain the safeguarding and child protection policy
- *To show and explain the behavior policy of the setting
- *To show and explain the staff behavior policy/code of conduct (Whistleblowing)
- * To explain the role of the DSL and share the identities of the DSL.
- *Child protection and safeguarding training

Staff code of conduct

All staff, volunteers and students are responsible for safeguarding and promoting the welfare of children and young people. This responsibility extends to a duty of care for those adults employed / volunteering to work with the children. These adults who work with children are responsible for their own actions and behaviour and should avoid any type of conduct which would lead any reasonable person to question their motivation and intentions.

As an organisation we will ensure that all concerns about adults working at our setting are dealt with promptly and appropriately. This will include responding to low level concerns which do not meet the harm threshold as set out in the managing allegations policy.

A 'Low level concern' is defined in Keeping Children Safe in Education 2021 (KCSIE) as a concern that causes '*unease or nagging doubt- that an adult working in or on behalf of the 'setting' that may have acted in a way that*

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

At Jelly tots Preschool all staff will work and be seen to work, in an open and transparent way. We will ensure that this professional standard is applied to all children and families regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

At Jelly tots preschool our staff will:-

- *Be approachable and friendly, while still being objective and professional and not blurring relationship boundaries.
- *Offer advice and support to parents in a respectful way, including initiating possibly difficult discussions, directing parents to other relevant services and making appropriate referrals.
- *Share the safeguarding policy with parents and how the information will be shared with professionals.
- *Focus on the care and development of each individual child, not making comparisons with other children or breaching confidentiality.

Staffing Policy (includes Key Person)

At Jelly tots preschool we acknowledge the contribution to safeguarding that the Key Person's role can make, in ensuring that all children in the setting feel safe, secure and assured that they will be listened to and appropriate action taken should they feel or become unsafe. To ensure this every child at the setting will be allocated a key person on joining the setting.

The setting will make every attempt to deploy the Key Persons so that they are with their Key children as much as possible.

The manager of the setting will ensure that all staff are effectively deployed throughout the day to meet the statutory requirements of the Statutory Framework for the Early Year's Foundation Stage. We will endeavour to provide additional staffing to ensure key times during the day e.g. arrivals and settling in children are covered effectively to meet the needs of the children. We will also ensure that there is always one member of staff in the group who possess a full and relevant level 3 qualification and has suitable under twos experience.

Should there be times that we become short of staffing, first we will rearrange the grouping of the children with a view to seeing if we can still safely meet the children's needs and the minimum ratios.

Supervision of staff

To ensure staff are supported and developed to effectively carry out their role in protecting and safeguarding children in their care the settings practice is led by the preschool manager/DSL. These practitioners have the responsibility for ensuring that procedures are in place for all staff to receive regular formal supervision every term that will provide staff with an opportunity to review their performance, practice and development in working with the children and their families.

The supervision staff access will provide opportunities to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Allegations against staff and/ or volunteers

Should an allegation be made that an adult in a position of trust within our setting (member of staff or volunteer)

- ***behaved in a way that has harmed a child, or may have harmed a child and/or;***
- ***possibly committed a criminal offence against or related to a child and/or;***

- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children.*

(Keeping Children Safe in Education 2021 KCSIE)

this will be brought to the immediate attention of the DSL who will advise the registered person. In the case of the allegation being made against the DSL this will be brought to the immediate attention of the Chair of Trustees. The Chair of Trustees will discuss with the Designated Officer for the Local Authority (LADO) the nature of the allegations made against the adult, with a view to the LADO making an evaluation and giving guidance. This may result in a strategy discussion depending on the nature of the allegation being made. Jellytots staff code of conduct and managing allegations policy would be adhered to.

Whistleblowing

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation. Raising a concern is known as "blowing the whistle" and is a vital process for identifying risks to people's safety. Sharing information or talking through a concern can be the first step to helping an organisation identify problems and improve their practices.

Our staff/ volunteers are made aware of our whistleblowing policy and procedure, and this is explained to them at induction and reminded regularly at staff meetings, to ensure that they feel confident should any concern/event arise, for them to understand and feel confident in how to proceed. This ensures children, and possibly, staff safeguarding in the setting at all times.

Ratios

To ensure the safety and the wellbeing of the children in our setting we will ensure we follow the current recommended ratios and qualifications for the safe care of children as set out in the statutory framework for the Early Years Foundation Stage in the setting, as at March 2021 these were as follows:

For Early Years providers:

For children aged two or under: one member of staff for every three children.

At least one member of staff will hold a relevant level 3 qualification. At least half of all other staff in the group will hold a relevant level 2 qualification

For children aged three, there will be one qualified member of staff for every eight children. At least one member of staff will hold a full and relevant level 3 qualification and at least half will hold a relevant level 2 qualification

Only those aged 17 or over will be included in the child/staff ratios. Where there are staff under 17 years of age, they will always be supervised by a level 3 qualified member of staff

Students and volunteers on long-term placement aged 17 years or over and staff working as apprentices in early education aged 16 or over may only be included in the ratios if the manager is satisfied that they are competent and responsible

At least one person who has a current Pediatric First Aid (PFA) will always be on the premises and available when children are present

Mobile phones, Smart watches, Photography and technology in the preschool

To ensure the safety of the children in the setting we operate a no mobile phone usage in the setting for both parents' visitors and staff. To enforce this policy staff phones and smart watches are kept in the office and are signed in and out of the office. In terms of visitors to the setting they will be asked to leave their mobile phone/ smart watches in the office whilst on the premises. Should they need to make a phone call they can do this in the kitchen area where there are no children as directed by the manager or DSL.

Visitors

To ensure the safety of the children in the setting we have procedures in place for recording the details of visitors and the purpose of their visit to our setting. The setting's security procedures ensure that the possibility of unauthorised persons having access to the children is minimised.

External visitors

Under no circumstances will visitors be allowed unsupervised access to the children. Visitors will always be supervised whilst on the preschool premises, especially when in the areas the children use. In addition to these arrangements we ask that parents do not open or hold the door for other persons to gain access to the building without being vetted by staff.

Visitors will be required to sign in and out the visitors record book upon entry to the setting. One member of staff will always remain with the visitor/s to always supervise them.

Children and mental health problems

We at Jellytots preschool recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or even exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and in turn impact on their education. Our setting will identify the additional needs of these children and provide extra monitoring and support to mitigate these additional barriers. The DSL/ SENCo will liaise with the early years advisory team at Hillingdon for any safeguarding concerns that are linked to mental health, ensuring that children are heard and understood. As part of these referrals, they will advise how to proceed and to any relevant agencies which will be discussed with parents as well, for further support.

At our setting we aim to take a trauma informed approach to support the children in the setting, considering their lived experience, and using this to inform how best to support them in terms of their welfare and engage them with learning.

In general, we will always discuss any concerns the setting may have with the child's parents. Parents need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation and we would seek advice/ follow guidance from MASH as appropriate.

If we decide not to discuss our concerns with the child's parents or carers this will be recorded in the child's safeguarding file with a full explanation for our decision.

Specific Safeguarding

Private Fostering

A private fostering arrangement is one that is made privately (without any involvement of a Local Authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Both birth parents, private foster carers and persons who are seeking to arrange for a child to be privately fostered are required by law to notify the Hillingdon Council's Children's Services department of the arrangement.

Should we become aware that a child is being privately fostered we will notify the MASH team.

Female Genital Mutilation (FGM)

We at Jellytots preschool have a legal duty to protect all children in our care under the Working Together to Safeguard Children 2018 agenda. This duty extends to protecting young girls and women from FGM, an illegal and extremely harmful practice and a form of abuse. All staff in our setting have received training to increase their awareness of the practice and harm FGM causes.

We recognise that children are at higher risk of FGM if this has already been carried out on their mother, sister or a member of their extended family (HM Government, 2016). In consideration of this we will always maintain a culture of vigilance.

Should a child in our care show any signs and symptoms of FGM or we have good reason to believe that the child is at risk of FGM, we will refer the child to Hillingdon MASH team using our existing standard safeguarding procedures as it is a form of child abuse. However, should we think a child is in immediate danger we will contact the police on 999

Domestic Abuse

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

psychological

physical
sexual
financial
emotional abuse.

For children seeing, hearing or knowing of a parent being abused is a traumatic experience and can have long-term damaging emotional and psychological effects. Wherever Domestic Violence is suspected in a home where a child is resident, we at Jellytots preschool will refer this information to the MASH team, who have a duty to investigate. We will also offer support and signpost parents to external agencies, if appropriate, so parents are supported.

Online Safety and Social Media Policy

Our online safety statement: This policy provides guidance on how Jelly tots preschool uses the internet and social media, and the procedures for doing so. It also outlines how we expect the staff who work for us to behave online. As an organisation, we commit to implementing this policy and addressing any concerns quickly and within these guidelines.

Aims: The aims of our online safety policy are:

- to protect all children involved with our organisation and who make use of technology (such as mobiles phones, games consoles and the internet inside/outside the nursery)
- to provide staff with policy and procedure information regarding online safety and inform them how to respond to incidents
- to ensure our organisation is operating in line with our values and within the law regarding how we behave online
- Understanding the online world as part of using the internet and social media, our organisation will:
Assess and manage the safety aspects – including what is acceptable and unacceptable behaviour for staff and children when using websites, social media including Facebook, TikTok, Instagram, Twitter or Snapchat, apps and video conferencing platforms including Zoom or Skype.
be aware of how staff in our organisation and the children they work with use social media both inside and outside of our setting
ensure that we adhere to relevant legislation and good practice guidelines¹ when using social media or video conferencing platforms
- provide training for the staff responsible for managing our organisation's online presence (All Staff are currently trained on Online Safety) regularly review existing safeguarding policies and procedures to ensure that online safeguarding issues are fully integrated, including:
 - making sure concerns of abuse or disclosures that take place online are written into our reporting procedures
 - incorporating online bullying ('cyberbullying') in our anti-bullying policy
- * we use 'chicken clicking ' approach to children in our setting as advised by OFSTED , which is an easy to follow book for early years online safety and also provide the link to parents in our newsletters to encourage parents to enforce online safety.

Child sexual exploitation

- Young people may be given things such as gifts, money, or affection in exchange for taking part in sexual activities. Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. This has been seen in a number of high profile cases – notably Rotherham and Oxford. The child may not be aware or understand that it is a form of abuse happening by their abuser or be too scared to tell anyone what's happen. They can also be groomed and exploited online.

- The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. The victim may have been sexually exploited even if the sexual activity appears consensual. (Under 13 is always rape – they cannot consent)

Peer on Peer/ Child on Child Abuse

Although children in our setting are under 5 and much of the following may not apply, it is still important that all staff and parents/ carers are aware of the following:-

Definition

Children can abuse other children. This is generally referred to as peer on peer/child on child abuse and can take many forms. It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nudes and semi nudes images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.

Spotting the signs and indicators

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

Bullying

Definition of bullying

“...the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to face or through cyberspace and comes in many different forms.”

Why are children bullied?

The Ditch the Label report identifies that the main reasons children and young people believe that they were bullied was because of their:

- appearance
- interests / hobbies
- doing well in school
- household income was too high
- family issues being made public.

Of the nine areas that the report highlights as being the impact of bullying the four that scored the highest all related to the mental health and self-esteem of the victims.

Types of bullying

- Physical bullying: hitting, kicking, tripping or the destruction of a person's property. Physical bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.
- Verbal bullying: insults, teasing, name calling, sexual harassment or racist language, including threats.
- Covert bullying: attempted behind the victim's back, often to damage the victim's reputation and can include creating rumours, mimicking, humiliation. This is the most frequently used form of bullying.
- Cyberbullying: can happen anywhere and at any time, it can occur through text messages or over the internet, making it difficult to control. This may include impersonating a victim, spreading gossip, or excluding the victim online.
- Alienation: encouragement of peers to alienate the victim, treating the victim like an outcast, the victim will have difficulty forming relationships and may be prone to isolation later in life. This so-called “pack mentality” is most frequently seen in senior schools but can be evident at any age.

SPIRIT POSSESSION OR WITCHCRAFT

Spirit possession or witchcraft is where the parents, families and the child themselves believe that an evil force has entered a child and is controlling them, the belief includes the child being able to use the evil force to harm others. This evil is variously known as ‘black magic’, ‘kindoki’, ‘ndoki’, ‘the evil eye’, ‘djinns’, ‘voodoo’, ‘obeah’, and children are called ‘witches’ or ‘sorcerers’.

Parents can be initiated into and/or supported in the belief that their child is possessed by an evil spirit by a privately contacted spiritualist/indigenous healer or by a local community faith healer. The task of exorcism or deliverance is often undertaken by a faith healer, or by the parents or other family members.

A child may suffer emotional abuse if they are labelled and treated as being possessed with an evil spirit. In addition, significant harm to a child may occur when an attempt is made to ‘exorcise’ or ‘deliver’ the evil spirits from the child.

Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and/or emotional harm (through abuse or neglect) which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

The forms the abuse can take include:

- Physical abuse: beating, burning, cutting, stabbing, semi-strangling, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.
- Emotional abuse: in the form of isolation (e.g. not allowing a child to eat or share a room with family members or threatening to abandon them). The child may also be persuaded that they are possessed.
- Neglect: failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing or warmth;
- Sexual abuse: within the family or community, children abused

Looked After Children

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all children looked after have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is may not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement. So in this instance, it is recommended that a TAC (team around a child) meeting, takes place with the foster parents, preschool and social worker first, to ensure this is in the child's best interests, if they were to attend Jellytots preschool.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm. Parents/ carers will be included where concerns are raised and involved in the process, to not only support the child but also the family.

So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or MASH as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

Jellytot's specific Safeguarding policies

At Jellytots preschool we recognise that safeguarding children is not just about protecting children from deliberate harm, but also includes things such as child safety anti bullying, racial abuse harassment, intimate care, use of mobile phones, internet safety, first aid etc. In consideration of this, this safeguarding policy, should be read in conjunction with our settings specific policies and procedures, which can be viewed at any time in the setting.

The policies and procedures, in the Jellytots policy folder, are not exhaustive, and are updated annually. And whenever new policy guidance and legislation develops within the remit of Safeguarding, we will review and update our policies and procedures as appropriate and update the policy accordingly.

These policies are available to view in the setting via contacting a member of staff to arrange a viewing when convenient to yourselves and the setting.

Retention of Records

- ❖ Current guidance from the Records Management Society is that, when a child with a child protection record reaches **statutory school leaving age, the last school attended** should keep the child protection file until the pupil's 25th birthday. It should then be shredded (and a record kept of this having been done, date, who by and why).

Parents (i.e. those with parental responsibility in law) are entitled to see their child's Cause for concern file, on behalf of their child, with the same exceptions applying as to the child's right to access.

At Jellytots preschool, we will keep records for a minimum of three years (unless safeguarding or SEN children, who may be kept longer depending on government guidance at the time) and these will always be stored in a secure, locked cupboard and then shredded.

Because it can take time to organise the visit with an available social worker and police officer, sometimes families will be asked to wait at the setting before a child is released to them, and they may be asked not to see their child during this time.

This can be stressful and uncomfortable for both the setting and families and sometimes all are kept at the setting until late in the evening. The setting should prepare families for the length of time this process can take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

Although settings do not have legal powers to remove or detain children, both police and social workers do have such powers, and it is at their request that the setting are holding the child. For this reason, families are strongly advised to cooperate in order to ensure the best chances that children will be able to go home that evening.