

CHILD PROTECTION POLICY

BOLNORE VILLAGE PRE- SCHOOL

This policy was adopted on: [05/09/2016](#)

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Key Contacts:	
Designated Member of Staff for Child Protection (DMS):	Holly Armstrong Fay Flude
West Sussex Children's Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) MASH@westsussex.gcsx.gov.uk
Local Authority Designated Officer (LADO):	Lindsey Tunbridge-Adams Tel: 0330 222 3339 LADO@westsussex.gov.uk (assistant ClareCotes) (0330 222 5357) Tel: 0330 222 3337
Designated Nurse Safeguarding Children:	07770 800 247
Community Safety Lead Officer:	Beverley Knight Tel: 0330 222 4223
OFSTED:	0300 123 1231
Department for Education	020 7340 7264 Counter.extremism@education.gsi.gov.uk

1 INTRODUCTION

- 1.1 The purpose of this policy is to inform all staff, parents and volunteers about the Pre-School's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.
- 1.2 Bolnore Village Pre-School as an Early Years setting takes seriously its responsibility to safeguard and promote the welfare of children in its care; and to work together with other agencies to ensure adequate arrangements within the Pre-School to identify, assess, and support children who are, or who may be, suffering harm.
- 1.3 We recognise that all adults, including temporary staff and volunteers, have a full and active part to play in protecting children from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff members believe that the Pre-School should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 Staff members working with children are advised to maintain an attitude of 'it could happen to a child we know' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

This Pre-School will:

- Support the child's development in ways that will foster security, confidence and independence.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how, to approach adults if they may be worried about being listened to.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the Pre-School, contribute to assessments of need and support packages for those children.
- Emphasise the need for good levels of communication between all members of staff and between the Pre-School and other agencies.
- Have and regularly review a structured procedure within the Pre-School which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and Children's Services.

- Ensure that all adults within our school who have substantial access to children have been recruited and checked as to their suitability in accordance with Part Three of Keeping Children Safe in Education (DfE July 2015).

2. STATUTORY FRAMEWORK

The school will act in accordance with the following government legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (DfE July 2015): [Keeping children safe in education: for schools and colleges](#)
- Working Together to Safeguard Children (2015) [Working together to safeguard children](#)
- What to do if you are worried a child is being abused 2015- Advice for practitioners
- Information Sharing – Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers (2015)
- Statutory framework for the early years foundation stage (2014)
- The Education (Child Information) (England) Regulations 2005
- The Counter-Terrorism and Security Act 2015 s. 26

3. RESPONSIBILITIES

3.1 General staff responsibilities

- At Bolnore Village Pre-School all staff are aware of and follow the Sussex Child Protection & Safeguarding Procedures, produced by West Sussex, and available as an electronic copy at <http://sussexchildprotection.procedures.org.uk/>
- All staff are asked to read (and sign that they have read) **Part 1 of Keeping Children Safe in Education July 2015** and be alert to signs of abuse and know to whom they should report any concerns or suspicions. If staff members are uncertain they should always speak to the Designated Member of Staff for Child Protection (Holly Armstrong or Fay Flude). In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
- At Bolnore Village Pre-School all staff are aware of the procedures for handling suspected cases of abuse of children, including procedures to be

followed if a child harms another child or a member of staff is accused of abuse, or suspected of abuse

- As Designated Members of Staff for Child Protection (referred to in 'Keeping Children Safe in Education (DfE, July 2015) as 'Designated Safeguarding Lead') **Holly Armstrong & Fay Flude** have responsibility for co-ordinating action within the Pre-School and liaising with other agencies (see below for further details).
- As Designated Members of Staff for Child Protection, **Holly Armstrong & Fay Flude** undergo updated child protection training every two years. All members of staff are provided with regular updated child protection training in line with advice from the West Sussex LSCB (currently every three years).

3.2 Responsibilities of the Proprietor and the Manager of Bolnore Village Pre-School

The proprietor – **Holly Armstrong**, and the Manager, **Fay Flude** - ensure that the policies, procedures and training in the Pre-School are effective and comply with the law at all times. This includes:

- Ensuring that an effective child protection policy is in place and reviewed annually, together with a staff behaviour policy (code of conduct) which should, amongst other things, include staff/pupil relationships and communications, including the use of social media. These policies are provided to all staff – including temporary staff and volunteers – on induction and that staff are kept up to date with changes.
- Contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified. This includes allowing access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- Appointing a designated member of staff for child protection who should undergo refresher child protection training every two years.
- Ensuring that the Pre-School operates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (**Part Three: Safer Recruitment. Keeping Children Safe in Education 2015**). Please see section on recruitment below.
- Ensuring that the Pre-School keeps an up to date single central record of all staff and volunteers and the dates of all appropriate safeguarding checks.
- Monitoring the adequacy of resources committed to child protection, and the staff training profile.

- Making sure that the child protection policy is available to parents on request.
- Ensuring that this policy and practice complements other policies e.g. anti-bullying, and health and safety, to ensure safeguarding.
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Giving consideration as to how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Recruitment:

- We provide adequate and appropriate staffing resources to meet the needs of children, as specified in the EYFS 2014.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Applications will require a full job history and two references that will be requested prior to engagement, one of which must be the current or most recent employer.
- All staff will undergo a rigorous interviewing process.
- Proof of Identify will be required before appointment.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We work within the requirements of our Health and Safety policy to ensure the safety of both adults and children are paramount, both in the setting and on outings. A risk assessment is undertaken annually and health and safety checks are part of a daily routine.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others.
- All personal mobile phones are placed in a box in the snack area of the main room at the beginning of every session. These are not turned off in case of a personal emergency for an individual member of staff, but are only removed from the box during a lunch break away from the premises or at the close of the session when children have left the premises. There are two official Pre-School mobile phones that can be used for the purposes of contacting children's parents/carers in the circumstance of a child falling ill, to reassure new parents/carers that their child has settled or in case of emergency, the need to evacuate the premises.

Requests are made to parents/carers and visitors not to use their mobile phone whilst on the premises.

- The taking of photographs in the setting is for the purposes of recording children's learning and development and to be included in individual Learning Journals. They are taken on one of six Pre-School tablets and can be accessed by all staff via an individual pin number during the session. Photographs are only taken of children whose parents have given written permission for the setting to do so. Fay Flude is responsible for approving observations/photographs and uploading them to the child's online Learning Journal. Parents have an individual password protected login, to access their child's journal. Images are deleted from the tablets on a weekly basis. At the end of each session the tablets are stored in a locked cabinet, which in turn is securely locked in a cupboard within the main Pre-School room.

Curriculum

- We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

NAME: Fay Flude

In the absence/unavailability of the DMS, there is a deputy DMS.

The Deputy Designated Member of Staff for Child Protection in this school is:

NAME: Holly Armstrong

The broad areas of responsibility for the Designated Member of Staff are:

4.1 Managing referrals and concerns regarding individual children:

- Referring all cases of suspected abuse to the West Sussex Children's Multi-Agency Safeguarding Hub (MASH) and to the Police (cases where a crime may have been committed).
- Sending a written record of the referral to the MASH by the end of the working day the referral is made.

- Keeping written records of concerns about a child even if there is no need to make an immediate referral, (the 'child protection file').
- Ensuring that all such records are kept confidentially and securely and are separate from child records, and if these are stored electronically, that they are differently password protected from the child's other files, and accessible only by the designated leads.
- Ensuring that an indication of further record-keeping is marked on the child's records.
- Liaise with the owner of Bolnore Village Pre-School, **Holly Armstrong** to inform her of issues especially new or on-going child protection investigation enquiries and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensuring that they attend Child Protection Conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which will normally have been shared with the parents. (In some circumstances it may not be appropriate to share the report to conference with parents. If the DMS is uncertain on this point advice can be obtained from the allocated social worker).
- Ensuring that any child who is subject to a child protection plan and who is absent without explanation for two days or more is referred to their key worker's Social Care Team. In some cases any absence may be a cause for concern and warrant immediate reporting.
- Where children leave the Pre-School, ensure their child protection file is copied for any new Early Years setting or school as soon as possible but transferred separately from the main child file. (The original child protection file being retained by the former setting).

4.2 Training

The Designated Member of Staff for Child Protection should undertake the initial designated member of staff training and subsequent refresher courses every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Be alert to those children within the Pre-School who are at risk of: child sexual exploitation; domestic violence; female genital mutilation; being

missing from education; child trafficking; radicalisation; bullying (which includes race/hate or homophobic behaviour).

- Have a working knowledge of how the local authority conducts 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.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- In any protection measures taken, encourage a staff culture of listening to children, to take account of their wishes and feelings
- Link with the West Sussex Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Organising child protection training for all staff every three years.

Raising Awareness and other duties

- The designated member of staff should ensure the setting's policies are known and used appropriately: ensuring each member of staff has access to and understands the setting's child protection policy and procedures, especially new and part time staff. In addition, the DMS should ensure that **all staff read, at least, Part One of Keeping Children Safe in Education 2015 and have a record of when this was done.**
- Ensure the setting's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly, and work the Pre-School proprietor regarding this.
- Ensure that the child protection policy is available publicly and that parents are aware that referrals about suspected abuse or neglect may be made and the role of the Pre-School in this.

5. PROCEDURES

- 5.1 If any member of staff is concerned about a child he or she must inform the Designated Member of Staff for Child Protection – **Fay Flude** or **Holly Armstrong**.
- 5.2 The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Do not add comments or opinion although observations about a child's demeanour or emotional state may be recorded.
- 5.3 The Designated Member of Staff will decide whether the concerns should be referred to Multi-Agency Safeguarding Hub (MASH). If it is decided to make a referral to the MASH this will be discussed with the parents, unless to do so would place the child at further risk of harm (the MASH is able to provide advice on this question).
- 5.4 Particular attention will be paid to the attendance and development of any child about whom the Pre-School has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.
- 5.5 If a child who is/or has been the subject of a child protection plan changes setting, the Designated Member of Staff will inform the social worker responsible for the case and transfer the appropriate records to the Designated Member of Staff at the receiving setting, in a secure manner, and separate from the child's academic file.
- 5.6 The Designated Member of Staff is responsible for making all staff aware of trends in behaviour that may affect child welfare. If necessary, training will be arranged.
- 5.7 Staff have a duty to refer safeguarding concerns to the Designated Member of Staff for Child Protection. However if:
 - concerns are not taken seriously by an organisation or
 - action to safeguard the child is not taken by professionals and
 - the child is considered to be at continuing risk of harmthen staff should speak to the deputy DMS at Pre-School and/or contact a manager in the MASH.
- 5.8 If, at any point there is a risk of immediate serious harm to a child, a referral should be made to the MASH immediately. **Anybody can make a referral**. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

5.9 If the allegations concern harm perpetrated by children in the school then staff should follow section **8.7 of the West Sussex Child Protection and Safeguarding Procedures - Children who Harm Other Children.**

6. WHEN TO BE CONCERNED

All staff and volunteers should be aware of the main categories of abuse:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental ability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) by establishing a close relationship or friendship. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's

health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other aspects of risk requiring special attention

Information and links to many other specific topics, (such as domestic violence, fabricated or induced illness, mental health etc) can be found in Keeping Children Safe in Education

[Keeping children safe in education: for schools and colleges](#), page 12.

7 CONFIDENTIALITY

- 7.1 As a general principle all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.
- 7.2 The DMS will disclose any child protection related information about a child to other members of staff on a need to know basis only.
- 7.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.
- 7.5 The intention to refer a child to Children's Services will be shared with parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the relevant Manager in Children's Services will be consulted.

8 DEALING WITH A DISCLOSURE

- 8.1 If a child discloses that he or she has been abused in some way the member of staff or volunteer should:
 - accept what the child says.
 - stay calm, the pace should be dictated by the child without them being pressed for detail by asking leading questions such as "did x touch you there?" It is our role to listen - not to investigate.
 - use open questions such as "Is there anything else you want to tell me?" or "yes?" or "and?"

- be careful not to burden the child with guilt by asking questions like “Why didn’t you tell me before?” but you could ask ‘Have you spoken to anyone else about this?’
- acknowledge how hard it was for the child to tell you.
- do not criticise the perpetrator, the child might have a relationship with them.
- do not promise confidentiality, but reassure the child that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the child’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time.” or “It will be all right now.”.

8.2 When recording information:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts and what is said but not your assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”. **Do not take photographs!**
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

8.3 It is recognised that staff working in a setting who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The setting will support such staff by providing an opportunity to talk through their anxieties with the DMS and to seek further support as appropriate..

9 ALLEGATIONS AGAINST STAFF

9.1 An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

9.2 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

9.3 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Pre-School ‘Code of Conduct for Staff’ Policy and the Government document ‘*Guidance for Safer Working Practice for Adults who work with Children and Young People in*

Education Settings'. <http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>

Bolnore Village Pre-School keeps records of a signed acknowledgement from staff members to show that the reading of key documents and policies has occurred.

- 9.4 The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- 9.5 Actions to be taken include: making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Pre-School **Manager Fay Flude**.
- 9.6 If staff members have concerns about another staff member then this should be referred to the Pre-School Manager **Fay Flude**. Where there are concerns about the Pre-School Manager this should be referred to the proprietor of Bolnore Village Pre-School, **Holly Armstrong**. If the concerns relate to the proprietor then MASH should be contacted.
- 9.7 The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter. The Pre-School Manager will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer.
- 9.8 If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay. If it is decided that the allegation meets the threshold for safeguarding, the next steps will take place in accordance with section 8.2 of the West Sussex Child Protection and Safeguarding Children Procedures.
- 9.9 If, at the completion of the allegations management process, the setting dismisses an individual (or would have, had the person not left first) because the person poses a risk of harm to children, the Pre-School must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- 9.10 If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the Pre-School's internal procedures.

10 WHISTLEBLOWING (CONFIDENTIAL REPORTING)

Staff members and volunteers are encouraged to raise any concerns that they may have regarding poor or unsafe practice directly with the Pre-School's management team – **Holly Armstrong & Fay Flude**. The Pre-School has a whistle blowing policy in place – please see below for the procedure

Whistle Blowing Procedure

(Procedures to deal with in house allegations against other workers/volunteers)

- It is important that staff and volunteers share in confidence, with the designated person, concerns they may have about another member of staff or volunteer.
- All staff have a duty to report concerns about a member of staff or volunteers.
- It is important that any concerns for the welfare of the child arising from suspected abuse, harassment or bullying, by a member of staff or volunteer should be reported immediately.
- Staff and volunteers who report his or her concerns that a colleague is or may be abusing a child will be fully supported by the management. The whistleblower will be treated as a witness, not a complainant.
- Allegations of abuse against a member of staff or volunteer should be fully recorded and reported appropriately.

Every effort should be made to maintain confidentiality for all concerned, and consideration will be given to what support may be appropriate to children, parents, members of staff and volunteers

Please also refer to separate Pre-School policies on bullying, racist incidents and health & safety.

11. PREVENT DUTY, RADICALISATION & THE PROMOTION OF BRITISH VALUES IN THE EARLY YEARS

Guidance taken from Prevent Duty (2015)

As a registered early years childcare provider, Bolnore Villlage Pre-School has a duty under **section 26 of the Counter-Terrorism and Security Act 2015**, to have “due regard to the need to prevent people from being drawn into terrorism” and to do all we can to protect children from the risk of radicalisation*.

Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse, whether these come from within their family or are a product of outside influences.

*Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care of children from 0-5, and Pre-School staff use these standards to encourage and promote personal, social and emotional development together with understanding the world around them.

There are four general themes to the requirements of the Prevent duty and these are summarised as: risk assessment, working in partnership, staff training and IT policies.

Risk assessment: As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Pre-School staff should use their professional judgement in identifying children who might be at risk of radicalisation, and display concerning behaviour. Even very young children may be vulnerable to radicalisation by others, whether inside or outside the home and therefore all staff should know what to do when these children are identified (which may include making a referral to the Channel programme). More detailed advice regarding making a referral to the Channel programme can be obtained via a link in the Prevent duty departmental advice document (July 2015).

Working in partnership: Bolnore Village Pre-School will work closely with the Local Safeguarding Children Board, as well as the police and civil society organisations where necessary. Effective engagement with parents is also a crucial element to Pre-School staff being able to implement the Prevent duty, so that advice and assistance can be offered to families who raise concerns.

Staff training: The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The designated safeguarding lead at Bolnore Village Pre-School – **Fay Flude** - will undertake Prevent awareness training (October 2016) so that she is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

IT policies: Bolnore Village Pre-School ensures that children are supervised when using IT and that the *only* time children have access to the internet is when there is a member of staff choosing and monitoring the type of information /software children are looking at and engaging with.

As part of building children's resilience to radicalisation Bolnore Village Pre-School's safe learning environment and ethos encompasses and promotes '**British Values**' through

- **Democracy:** Providing opportunities for children to share opinions, ask questions, collaborate and share decisions with others and to listen to and value others contributions.

- **Individual Liberty and Mutual Respect:** Encouraging the children to be confident, independent, show preferences and make choices, and to develop mutual respect and understanding for others.
- **Rules of Law:** Ensuring the children understand and respond to the boundaries and rules and to help them see a connection between right and wrong and action and consequence.
- **Tolerance of different Faiths and Beliefs:** Providing opportunities for the children to share their own experiences, to listen and value the lives and beliefs of others and to recognise and value similarities and differences between themselves and others.