

# Safeguarding and Child Protection Policy and Procedures

All Cannings Preschool fully recognises its responsibilities for safeguarding and child protection

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Role	Name	Email/Tel
Designated Safeguarding Lead (DSL)	Lucy Jenkins	<a href="mailto:info@allcanningspreschool.co.uk">info@allcanningspreschool.co.uk</a>
Deputy DSL (DDSL) and Preschool Manager	Nicola Cowdry	<a href="mailto:manager@allcanningspreschool.co.uk">manager@allcanningspreschool.co.uk</a>
Committee Safeguarding Representative	Emily Funnell	<a href="mailto:secretary@allcanningspreschool.co.uk">secretary@allcanningspreschool.co.uk</a>
Chair	Jess Caulfield	<a href="mailto:chair@allcanningspreschool.co.uk">chair@allcanningspreschool.co.uk</a>

<b>Children's Social Care referrals:</b>	
Integrated Front Door:	0300 456 0108
Out of hours:	0300 456 0100

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

## 1. Introduction

**1.1 General.** All Cannings is committed to safeguarding and promoting the welfare of children. We will follow and/or have regard for the following key documents, among others:

- Working Together to Safeguard Children (2026).
- Early years foundation stage (EYFS) statutory framework (2025).
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB).
- Prevent duty guidance for England and Wales.
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024).
- Keeping Children Safe in Education – KCSiE (2025).

**This policy forms a key foundation to the workplace/staff/volunteer relationship and is referenced in pillar documents such as the employment contract\* and the ACPS Employee Handbook\*.**

**1.2 Aim.** The aim of this policy is to ensure:

- all our children are safe and protected from harm.
- safeguarding procedures are in place to help children to feel safe and learn to stay safe.
- adults in the preschool community are aware of the expected behaviours and the preschool's legal responsibilities in relation to safeguarding and child protection.

## 2. Scope

**2.1 General.** Safeguarding children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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

**2.2 Terminology.** The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-preschool preventative approach to keeping children safe, including online, that incorporates child health and safety; preschool behaviour management and preventing child-on-child abuse; supporting children with medical conditions; providing first aid and site security.

**2.3 Related Policies and Procedures.** Consequently, this policy is consistent with all other policies adopted by preschool and should be read alongside the following policies relevant to the safety and welfare of our children:

- Technological (online) safety policy.
- Promoting Positive Behaviour policy.
- Complaints policy and procedures.
- Staff Behaviour Policies.
- Whistleblowing policy.
- Health and safety policies.
- Safer Recruitment Policy.
- Missing Child.
- Administration of Medicines.
- Supporting Children with Special Educational Needs and Disabilities (SEND) Policy.
- Uncollected Child.

**2.4 Application of Policy.** This policy applies to all staff in our preschool. For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the preschool, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in preschool (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our preschool roll and any child under the age of 18 who comes into contact with our preschool. This includes unborn babies

**Any safeguarding concerns or disclosures of abuse relating to a child at preschool, outside of preschool and online are within the scope of this policy.**

### 3. Expectations

**3.1 General.** All staff are to:

- Be familiar with this safeguarding policy and have an opportunity to contribute to its review.
- Be alert to signs and indicators of possible abuse and wider safeguarding issues.
- Be aware of the importance of professional curiosity.
- Be able to record and report concerns as set out in this policy.
- Be able to deal with a disclosure of abuse from a child.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.
- Regularly update their safeguarding knowledge.

### 4. Committee

**4.1 General.** As key strategic decision makers and vision setters for the preschool, the committee will make sure that our policies and procedures are in line with national and local safeguarding requirements. Committee members will work with the preschool staff to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures/Awareness	Key safeguarding roles
Whole preschool approach to broad and balanced curriculum embedding safeguarding teaching	Child-on-child abuse	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team.
D/DSL training	Online safety	Deputy Designated Safeguarding Lead (DDSL)
Key documents	Whistleblowing	Committee Member with responsibility for HR
Staff training, including regular safeguarding updates	Staff Behaviour Policy/policies* (for safer working practice), incl. low-level concerns about staff conduct	Chair and/or Vice Chair
Children taught about keeping safe online	Early help	Committee Safeguarding Lead
Online safety training for staff	Mental Health	
Preventing radicalisation	Multi-agency working	
Volunteer induction and training/familiarisation, including safeguarding newsletter and updates (standing item at Committee meetings)	Children with SEND and a physical health issue	
	Reporting abuse, incl. dealing with a child at immediate risk / SVPP procedures	
	Honour based abuse (HBA)	
	Female Genital Mutilation (FGM)	
	Promoting Positive Behaviour policy	
	Staff contribution to policy	

	Safeguarding policy review	
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**4.2 Concerns and allegations management.**

Our Committee Chair is responsible for liaising with the Local Authority Designated Officer for Allegations (LADO) and other partner agencies in the event of an allegation of abuse being made against the Manager.

See also ‘Managing concerns and allegations against staff’. Read with ACPS Disciplinary Policy and Procedure.

**4.3 Audit.**

The DSL and DDSL work together to complete an annual safeguarding audit return to the local authority.

**4.4 Safer Recruitment.**

Our committee members monitor and maintain the preschool’s safer recruitment practice, including a Single Central Record. A nominated Committee Member with Responsibility for HR/Registrations is trained in Safer Recruitment and is responsible for ensuring recruitment of staff and volunteers is carried out in accordance with best practice. Read with ACPS Employment Strategy.

**5. Monitoring and review**

**5.1 The Manager.** The Manager ensures that the policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood, and followed by all staff and available to parents. The Manager is currently the DDSL.

**5.2 DSL/DDSL.** The DSL ensures that safeguarding is on the agenda for every staff meeting and Committee meeting. The DDSL covers for the DSL in his/her absence, including covering safeguarding matters during Committee meetings where the DSL is not present.

**5.3 Review.** This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The next due review is detailed on the final page of this policy document.

**6. Mandatory procedures – Staff and adults at school**

**6.1. Safer Recruitment. (read with our Safer Recruitment Policy).**

All staff are subject to safer recruitment processes and checks.

At All Cannings Preschool, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We obtain at least two written references and check for the right to work in the UK before a member of staff is recruited and permitted to commence work. We maintain a single central record covering staff and volunteers in accordance with Wiltshire Council training and guidance.

See also Training.

**6.2. Staff Behaviour Policy (for safer working practice).**

All Cannings Preschool is committed to positive outcomes for our children underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and support our commitment to safeguarding children. This works alongside good HR policies and practice in appraisal, supervision, discipline, grievance, capability management as covered in the employment contract and Employee Handbook.

### **6.3. Identifying the signs.**

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child-on-child abuse and exploitation, risks outside of the home and within the local area including online. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2025) along with notes from safeguarding training, are important reference documents. Every member of staff is given access to Part 1 or Annex A of KCSiE which they are required to read annually, and which also includes supporting guidance about several specific safeguarding issues.

### **6.4. Responding to concerns/disclosures of abuse.**

Flowcharts provided by Wiltshire Council Safeguarding Team and SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the setting for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a child of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in preschool to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the Integrated Front Door. In some circumstances, the D/DSL or member of staff seeks guidance by phoning the Integrated Front Door for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2026).

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

The D/DSL consistently monitors all children with concerns, whether a request for service to the Wiltshire IFD or appropriate Local Authority Children's Services has been made or not.

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

## **6.5. Technological/Online safety, ICT, Mobile Phones, Drones and Smart Watches (see relevant H&S policy).**

Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole preschool safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND. Online safety steps include:

- Only ICT equipment belonging to the setting is used by staff and children.
- All ICT equipment is checked to be safe and fit for purpose and is password protected
- Children never have unsupervised access to the internet and do not access social media sites or emails
- Online safety information is shared with parents.
- Children are taught online safety principles in an age-appropriate way, including to only go online with an adult, keep information private, only press buttons they understand and tell a grown up if they see something upsetting or frightening.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).
- Suspicions that an adult is attempting to make inappropriate contact with a child online is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk).
- Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children. They may, whilst not directly supervising the children, access work emails relevant to the care of those children present or due to be present that day.
- Staff share information securely at all times.

### **Mobile Phones**

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored securely until the parent collects them at the end of the session.
- Personal mobile phones are not used by our staff to make calls on the premises during working hours unless it is unavoidable. They will be stored in the kitchen, along with smart watches.
- In an emergency, personal mobile phones/smart watches may be used, with permission from the Manager, or Deputy Manager if the Manager is not present.
- Parents and visitors are requested not to use their mobile phones or smart watches whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls except as indicated above or take photographs of children.

## **6.6. Managing concerns and allegations against staff (including supply teachers, volunteers and contractors).**

All Cannings Preschool follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the setting for easy reference.

Where anyone in the preschool has a concern about the behaviour of an adult (including online) who works or volunteers at the preschool, they must immediately consult the Manager who will refer to the Local Authority Designated Officer for allegations (LADO).

Any concern or allegation against the Manager will be reported to the Chair of Committee without informing the Manager.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. All Cannings Preschool promotes an open and transparent culture in which all concerns about adults working in or on behalf of the preschool (including supply staff and volunteers) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice) and the related people management policies as set out in the ACPS Employee Handbook (with particular reference to capability, discipline, grievance and whistleblowing).

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to LADO.

## **6.7. Managing low-level concerns about adults.**

All Cannings Preschool operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns will be reported to the Manager; low-level concerns about the Manager will be reported to the Chair of Committee.

All Cannings Preschool will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy but also relevant policies including Appraisal and Supervision Policies, Job Descriptions, the Capability and Disciplinary Policy and Procedure), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns (also see Whistleblowing Policy);
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Manager will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the preschool's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the preschool safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. (See Complaints Policy and Procedure also).

### **6.8 Whistleblowing.**

All staff and children can raise concerns about poor or unsafe practice and potential failures in the preschool safeguarding regime. Our Whistleblowing Policy and Procedures (see ACPS Employee Handbook Section 3.5 and Appendix 10) are in place for such concerns to be raised with the Manager or Chair or other appropriate Committee Member.

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

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **6.9. Escalation of concerns (read together with 6.8 above, and ACPS Employee Handbook Section 3.3 and Grievance Procedure Appendix 4).**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

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

### **6.10 Record keeping and information sharing.**

The preschool:

- liaises with partner organisations (including alternative provisions and Wiltshire Council amongst others) to ensure any safeguarding records are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term by the DSL when the child leaves our setting.
- for any child dual-registered with another school/setting/organisation, or who moved from another setting, the preschool will contact the other setting to ensure information is shared in the child's best interests.
- keeps clear and comprehensive written records of all child safeguarding and child protection concerns using a standard recording form, with a body map, including how the

concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program, etc.

- ensures all child safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the child where possible.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (May 2024) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about children at risk of harm is shared with members of staff on a need to know basis.

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

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

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We may follow this up by contacting Children's Social Care directly.

### **6.11 Visitors.**

All visitors complete a signing in/out process and are provided with key information including the details of safeguarding personnel in preschool.

Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at preschool where possible. Careful consideration is given to the suitability of any external organisations.

If the visit is unscheduled and the visitor is unknown to the preschool, we will contact the relevant organisation to verify the individual's identity, if necessary.

### **6.12 Site safety (read with relevant Health and Safety policies and risk assessments).**

Risk assessments are undertaken and maintained in accordance with the preschool's health and safety policy. (Read with Section 6.0 of the ACPS Employee Handbook).

### **6.13 Off site visits (read with relevant Health and Safety Policies and risk assessments).**

We carry out a risk assessment prior to any off-site visit.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate.

## **7. Mandatory procedures – Supporting children**

### **7.1 A culture of listening to children.**

We have a whole preschool approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart. Children can safely express their views.

## **7.2 Curriculum – teaching about safeguarding.**

Our children access a broad and balanced curriculum (age and stage of development appropriate).

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being, including the following objectives:

- Developing child self-esteem and communication skills.
- Developing strategies for self-protection including online safety.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour. in adults and within peer relationships.

## **7.3 Remote Learning.**

If the preschool is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown or self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support.
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
  - amended DSL arrangements as required (names, location and contact details).
  - temporary changes to procedures for working with children e.g. online.
  - amended procedures for reporting concerns.
  - safeguarding training arrangements.
  - timescales for such changes so that all children, families and staff understand when such arrangements will end if known, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

## **7.4 Early Help.**

At All Cannings Preschool, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- Where appropriate, the Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.
- Liaises with the Integrated Front Door, Safeguarding Effectiveness Advisors or other external agencies.
- Various resources to identify and respond to harmful sexual behaviour.

## **7.5 Children with Special Education Needs and Disabilities (SEND) or physical health issues. (Read with ACPS SEND Policy)**

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Children with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the child's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in children with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify children with additional communication needs and whenever possible, these children are given the chance to express themselves to a member of staff with appropriate communication skills.

### **7.6 The use of 'reasonable force' in preschool.**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the room.

All staff will follow our behaviour policy and instances of reasonable force are recorded by the Manager. Staff will work in collaboration with children and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

## **8. Mandatory procedures – Specific forms of abuse and safeguarding issues**

### **8.1 Child-on-child abuse.**

All children have a right to attend preschool and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the preschool, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Children who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.

- causing someone to engage in sexual activity without consent.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- a listening culture with a key person system to provide children with a trusted adult.
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern.
- a clear procedure for all staff to report all incidents as a safeguarding concern to the D/DSL.

## **8.2 Child-on-child sexual violence and sexual harassment.**

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

## **8.3 Serious Violence.**

We are committed to success in learning for all our children as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that children may be susceptible to exploitation and getting involved in gangs as well as indicators that a child is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

## **8.4 Missing children and Attendance.**

Staff report immediately to the D/DSL, if they know of any child who may be missing.

Attendance, including time of arrival/departure, is recorded each day. Children who do not attend preschool regularly can be at increased risk of abuse and neglect. Although preschool attendance is not mandatory, we work with parents to promote attendance so that the children form good habits for future learning. If a child is absent without notification from the parent or carer, attempts are to be made to contact the child's parents and/or carers and alternative emergency contacts. Any concerns will be referred to local children's social care services and/or a police welfare check may be requested. See Appendix 1.

### **8.5 Separated Parents.**

It is important for us to know details about both parents/carers including who does or does not have parental responsibility.

The preschool cannot restrict access to any parent with parental responsibility unless a formal court order is in place and has been seen by us. If a parent requests that their child is not collected by a parent who has parental rights, they will be advised that legally we are unable to prevent this. If a parent with a court order against them attempts to collect a child, they will not be granted access to the child and may be asked to leave the premises. The police may be called.

### **8.6 Mental Health.**

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

### **8.7 Domestic Abuse.**

Staff understand that domestic abuse is 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; and emotional harm, including where they see, hear or experience its effects.

The DSL liaises with partner agencies as part of 'Operation Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs. The DSL has received Operation Encompass training and parents are informed of our involvement in the scheme.

### **8.8 Preventing Radicalisation.**

Protecting children from the risk of radicalisation is part of preschools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Staff are aware of signs of radicalisation and speak to the D/DSL if they are concerned about a child. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the Local Authority Children's Services.

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

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

## **9. Staff training**

### **9.1 Induction (see also Safer Recruitment Policy, ACPS Employee Handbook Section 2.2 and Appendix 11 Induction Policy).**

The welfare of all our children is of paramount importance. All staff including regular volunteers are informed of our safeguarding policy and procedures, including online safety, at induction.

Our induction for staff also includes:

- Plan of support for individuals appropriate to the role for which they have been hired (see 9.6 below).
- Confirmation of the conduct expected of staff within the preschool – our Staff Behaviour Policy and ACPS Employee Handbook Section 3.2 and Appendix 3 Disciplinary Policy and Procedure).
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities (see also ACPS Employee Handbook Section 2.3 and Appendix 1 Appraisal, Supervision and Staff Support Policy and Procedure).
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed (see also ACPS Employee Handbook Section 3.4 and Appendix 5 Capability Policy and Procedure).

### **9.2 Safeguarding training.**

This training is for all staff and is updated every two years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this training session will undertake this training requirement on their return. Volunteers may also carry out online safeguarding training, particularly volunteers – in - setting.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary. Safeguarding is on the agenda at every staff meeting.

### **9.3 Advanced training.**

The D/DSL has additional multi agency training which is updated every two years as a minimum. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs.

#### **9.4 Safer Recruitment.**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum. See Safer Recruitment policy and relevant HR policies maintained by the Committee Member with responsibility for HR.

#### **9.5 Preventing Radicalisation.**

All staff undertake Prevent awareness training.

#### **9.6 Staff support (see also ACPS Employee Handbook Section 2.3 and Appendix 1).**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate. This is a very appropriate area for discussion at annual appraisals and regular (termly) supervisions but staff are encouraged to raise the need for support immediately they need to.

*Adapted from Wiltshire Council Model Safeguarding and Child Protection Policy for Schools July 2025*

<b>Policy Family</b>	<b>Child Protection and Safeguarding (A)</b>
<b>Date Last Reviewed</b>	<b>November 2025 (minor updates April 2026)</b>
<b>Who did the review/role</b>	<b>Lucy Jenkins (DSL), Nicky Cowdry (DDSL), Alison Bull (VC/HR) and John Le Feuvre (Chair and Committee Safeguarding Lead)</b>
<b>Key changes from previous Version</b>	<b>Changes due to KCSiE 25 and EYFS Statutory Framework. Changes include adding information about separated parents and an appendix covering attendance.</b>
<b>Signature</b>	<b>Lucy Jenkins</b>
<b>Date next Review</b>	<b>September 2026 (EYFS and KCSiE Updates)</b>

Appendices:

1. ACPS Attendance Policy.

**Appendix 1 to  
All Cannings Preschool**

**Safeguarding and Child Protection Policy and Procedures  
Dated November 2025**



All Cannings  
Pre-School

**CHARITY NO: 1022946  
Attendance and Absence Policy**

1. Good attendance plays a fundamental role in supporting children's educational achievement, well-being and keeping children safe. In our Early Years provision, we are aware that attendance is not statutory, but we understand that non-attendance could be an indicator of other concerns. All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect.

2. Parents and carers are advised to contact the setting to report absences within one hour of the time the child would have been expected to arrive, or earlier.

**To promote good attendance at All Cannings Preschool we will:**

- Convey to parents the benefits of regular attendance and that unexplained absence will be investigated for safeguarding and family welfare purposes.
- Share our attendance and absence policy with parents and carers.
- Keep accurate records of attendance.
- Ask for more than two emergency contact numbers for each child where possible.
- Offer support to parents needing assistance with attendance.

3. If a child is absent and we are informed of their reason for absence, they will be recorded as absent on the register.

**If a child does not turn up as expected without prior notification, the following process will be followed:**

- a. The lead member of staff will attempt to contact the parent/carer within the first two hours of the session.
- b. If contact cannot be made, calls to other contacts, including other family members listed as emergency contacts, will be made to try to establish why the child is absent.
- c. We may call siblings' school(s) or other setting (if known), to establish if they or the sibling(s) can confirm the child's whereabouts.
- d. If contact has not been made, and we have any reason for concern about a child's wellbeing and welfare, Children's Services may be contacted for advice about making a referral. Other relevant services may be contacted, including the local police service for a welfare check.
- e. Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting may be reported to the relevant authorities.

4. If a child is absent and we have not received notification, this will be recorded on the register as an unexplained absence.

5. Contact will also be attempted if the child is absent for a prolonged period of time. An understanding of the child's and family's individual circumstances will inform the setting's professional judgement in determining what constitutes a 'prolonged period of absence'. Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life.

6. If at any time information becomes known that gives cause for concern, safeguarding procedures will be followed immediately.