



Banstead Bunnies Preschool

Safeguarding Officers

Safeguarding Statement:

"Safeguarding is Everyone's Business"

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued, and respected. We want children and adults to feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide staff and Joanna Joannou (Managing Director) with the framework they need to keep children safe and secure in our setting. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Designated Safeguarding Lead

Joanna Joannou



Deputy Designated Safeguarding Lead

Maria Pailthorpe



Contact – 07985705224 or safeguarding@bansteadbunnies.co.uk

The Designated Safeguarding Lead (DSL):

The EYFS states; 'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'. Joanna Joannou is the DSL for our setting; they are appropriately qualified and experienced to enable them to fulfil this role.

In addition to the role and responsibilities of all staff the DSL will:

Hold the lead responsibility for Safeguarding and Child Protection (including online safety) and be available in person or via email or telephone, for staff to discuss any safeguarding concerns

Manage referrals:

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the C-SPA and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.

Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the [Prevent referral form](#). If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice is required, dial 101.

- To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child)
- To the Police (where a crime may have been committed)

Work with others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact for the safeguarding partners; Local Authority, Police and Health
- Liaise with the "case manager" and the Local Authority Designated Officer
- Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) so that children's needs are considered holistically.
- Liaise with the senior mental health lead/ the mental health support team

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Know who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Raise awareness:

- Ensure each member of staff has access to and understands the Child Protection and Safeguarding policy and procedures.
- Ensure the policy is reviewed annually (as a minimum)
- Ensure the policy is available upon request and parents are aware of the setting's obligations to refer cases where necessary.
- Link with safeguarding partners to make sure staff are aware of training opportunities and SSCP arrangements.
- Help promote the educational and developmental outcomes by sharing information about the welfare, safeguarding and Child Protection issues that a child is experiences or has experienced with appropriate staff members.

Training, knowledge, and skills

- Undergo training to provide them with knowledge and skills required to carry out the role (refreshed at least every two years)
- Understand Surrey's Effective Family Resilience assessment process and request for support pathway for providing Early Help and statutory intervention.
- Have a working knowledge of how local authorities conduct a Child Protection case conference/ review conference and attend/contribute effectively.
- Understand the importance of the role in providing information and support to children's social care.

- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with additional needs and disabilities, those with health conditions and young carers
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support staff with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting.
- Can recognise the additional risks that children with additional needs and disabilities face online.
- Obtain access to safeguarding resources and attend any relevant or refresher training courses.

In addition to the formal training set out above, D/DSL's must keep their knowledge and skills up to date, (this might be via e-bulletins, meeting other DSL's, attending Early Years network meetings or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Support and advise staff and help them feel confident on welfare, safeguarding and Child Protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture across the setting, of listening to children and taking account of their wishes and feelings and ensure measures the setting may put in place to protect them.

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

- Understand the importance of information sharing, both within the setting and with other settings on transfer including in-year, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Deputy Designated Safeguarding Lead/s (DDSL)

Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Child Protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

In the absence of the DSL, the DDSL should assume the responsibility to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the DDSL will assume all of the functions of the DSL.