

Jack and Jill Pre-school - Safeguarding Children and Child Protection policy:

*Alongside associated procedures in Safeguarding children, this policy was adopted by
Jack and Jill Pre-school in September 2025*

Designated Safeguarding Officer at Jack and Jill Pre-school is Chelsea Considine

Deputy Designated Safeguarding Officer at Jack and Jill Pre-school is Elaine Collins

Barnet Multi Agency Safeguarding Hub (MASH) 0208 359 4066

Local Authority Designated Officer (LADO) is Rob Wratten

Our Safeguarding Statement:

"We are committed to safeguarding all children in our Pre-school and the wider community. Safeguarding is everyone's responsibility at Jack and Jill Pre-school, and we expect all staff and all parents to play their full part in keeping everyone safe."

Our Principle:

At the heart of our Pre-school, children will be listened to, and our aim is for them to grow into strong, resilient and confident young people whose voices will always be listened to.

The 'three key commitments' below are statements that our policies and procedures at the Pre-school will adhere to, this is to provide a consistent and coherent strategy for safeguarding children, young people and vulnerable adults in all our services provided. The three key commitments are:

1. Jack and Jill Pre-school is committed to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our daily service.
2. Jack and Jill Pre-school is committed to responding promptly and appropriately to all incidents or concerns that may occur at the Pre-school and to work with statutory agencies in accordance with the procedures that are set down in '*What to do if you are worried a child is being abused*' 2015 and '*Working Together to Safeguarding Children*' 2023.
3. Jack and Jill Pre-school is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people, and vulnerable adults, through its curriculum, promoting their right to be '*strong, resilient and listened to*'.

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A 'young person' is defined as 16–19-year-old. In our Pre-school, this may be a student, worker, or parent.

The Care Act 2014 describes a 'vulnerable adult' as *'a person aged 18 years or over, who is in receipt of or may need community healthcare services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'*. In our Pre-school, this person may be a service user, parent/carer of a service user, or a volunteer with a carer. An example of this is a volunteer from our local special needs unit at Childs Hill library.

Key Commitment 1:

- We have a Safeguarding team made up of a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL), who are responsible for carrying out child, young person, or adult protection procedures in our Pre-school.
- The 'Designated leads' report to a 'Local Authority Designated Officer' (LADO) who is responsible for overseeing all child, young person or adult protection matters in the London Borough of Barnet.
- The Designated leads' ensure they have links with statutory and voluntary organisations regarding safeguarding children.
- The 'Designated leads' ensure they have received appropriate training on child protection matters and that all staff are adequately informed and trained to recognise possible child abuse or harm in the categories of physical, sexual, emotional/psychological, neglect and exploitation.
- The 'Designated leads' ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
- The 'Designated leads' ensure that staff are aware and receive training in social factors affecting children's vulnerability including:
 - Social exclusion
 - Domestic abuse and controlling or coercive behaviour
 - Mental Illness
 - Drug and alcohol abuse (substance misuse)
 - Parental learning disability
 - Prevent duty, e.g. Radicalisation

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- The 'Designated leads' ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
 - Abuse of disabled children
 - Fabricated or induced illness
 - Child abuse linked to spirit and/or religious rituals
 - Sexually exploited children
 - Children who are trafficked and/or exploited
 - Female genital mutilation (FGM)
 - Peer on peer harm, bullying, sexual and criminal exploitation
 - Children involved in violent offending, with gangs and county lines.
- The 'Designated leads' ensure they are adequately informed in vulnerable adult protection matters.

Key Commitment 2:

- There are procedures in place to prevent known abusers from coming into the Pre-school as employees, volunteers, trainees and students at any level.
- Safeguarding is the responsibility of every person undertaking the work of the Pre-school in any capacity.
- There are procedures for dealing with concerns, complaints and allegations of abuse against a member of staff, a parent/carer or any other person undertaking work whether paid or unpaid at the Pre-school. Procedures differentiate clearly between a concern, a complaint, an allegation, about quality of care of a child or Pre-school practice.
- There are procedures in place for reporting possible abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and 'Designated leads' should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.
- There are procedures in place in relation to escalating concerns and professional challenge.

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- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.
- We follow Government and Local Safeguarding Children Boards guidance.
- The procedures of the Local Safeguarding Partners must be followed.

Key Commitment 3:

- All staff; volunteers, trainees and students receive adequate training in Safeguarding and Child Protection. This training is renewed every two years with provision for refreshers if needed (see annex).
- All staff; volunteers, trainees and students have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners (MASH and LADO).
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage 2025, that enable children to be *strong, resilient, and listened to*.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS 2025 Safeguarding and Welfare requirements.

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Supporting Documents:

Department for Education's Keeping Children Safe in Education (September 2025):

[assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping children safe in education from 1 September 2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

"The Prevent Duty" Departmental advice for Schools and child-care providers August 2015. The guidance is available via the following link: [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_a_bused.pdf)

"What to do if you're worried a child is being abused: Advice for Practitioners" (March 2015) The guidance is available via the following link: [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being a bused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_a_bused.pdf)

Working Together to Safeguard Children 2023:

[Working together to safeguard children 2023: statutory guidance](#)

Training Annex:

- All employed staff, volunteers, trainees and students will undertake Safeguarding and Child Protection training. The level of training required, as a minimum, will be different depending on their role within the Pre-school (as explained below).
- 'NoodleNow' is the name of the training platform we use here at Jack and Jill Pre-school.
- All Safeguarding and Child Protection training must be renewed on NoodleNow at least every two years with provision for yearly refreshers if necessary.

Volunteers/Trainees/Students - Level 1 Safeguarding Training (NoodleNow)

Level 2 Practitioners - Level 2 Safeguarding Training (NoodleNow)

Level 3 Practitioners - Level 3 Advanced Safeguarding and Designated Lead Training (NoodleNow)

Office Manager - Level 3 Advanced Safeguarding and Designated Lead Training (NoodleNow)

Manager/Deputy - Early Years Designated Safeguarding Lead / **Advanced** Child Protection (Barnet) and
Level 3 Advanced Safeguarding and Designated Lead Training (NoodleNow).

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