



The New Montessori Pre-school

**The Methodist Church, Tarring Road, Worthing BN11 4ET**

Call: **01903 535 412** Email: [info@thenewmontessoripreschool.org.uk](mailto:info@thenewmontessoripreschool.org.uk)

## **Policies For Safeguarding, Child Protection and Equal Opportunities**

At the New Montessori Pre-school, the welfare, safety, and protection of every child is of the highest priority. Our pre-school staff will work alongside other professionals with these duties and are responsible for ensuring that they fulfil their roles and responsibilities in a manner consistent with the statutory duties.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Our preschool aims to put into practice effective safeguarding systems:

- To ensure the child's needs are paramount, and the needs and wishes of each child should be put first, so that every child receives the support they need before a problem escalates.
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers or potential abusers, may pose to children.
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care.
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regular reviewing the outcomes for the child's specific plans and outcomes.
- To work with the local LSPs in monitoring and challenging the effectiveness of local arrangements. In addition to offering support, advice, and guidance to staff on an ongoing basis.
- When things go wrong Serious Care Reviews (SCRs) are published and transparent about any mistakes which were made so that lessons can be learnt.
- Local areas innovate and changes are informed by evidence and examination of the data.

Our pre-school understands that to truly give a child centred and co-ordinated approach to safeguarding we need to underpin our practice with two key principles.

- Safeguarding is everyone's responsibility; for services to be effective each professional and organisation should play their full part.
- The designated Safeguarding lead will take lead responsibility for online safety concerns and report any recorded or actioned. Our children will be encouraged

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to share any online concerns from home and not allowed to access the on-line within our pre-school.

- A child-centred approach; for services to be effective they should be based on clear understanding of the needs and views of children.

We aim to achieve this by:

- Taking seriously its responsibility to safeguard and promote the welfare of our children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.
- Everyone who comes into contact with the child has a role to play in identifying concerns, sharing information, and taking prompt action.
- Professionals should follow up their concerns and collaborate between professionals. Using the procedures provided by our Safeguarding Board and the information provided in the 'Working Together to Safeguard Children'.
- Maintain a safe recruitment procedure and will work with other agencies for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants for work within the pre-school, whether voluntary or paid, will be required to complete a police check form.
- Ensure that all staff have attended staff training on safeguarding and promoting the welfare of the children(s), PREVENT, child protection and equal opportunities courses.
- Ensure each child has a key person to maintain effective information sharing through confidential record keeping. Developing a respect for our children and their views through understanding that any practitioner working with our children should see and speak to our children; listen to what they say, take their views seriously and work collaboratively when deciding how to support their needs.
- Our pre-school takes into account the risks of radicalisation and extremism being developed in our children and takes steps to prevent them from being drawn into terrorism (Counter Terrorism and Security Act 2015), (The Prevent Duty 2015). Our pre-school ensures our children are developing a good resilience and embraces the 'fundamentally British Values' through promoting spiritual, moral, social, and cultural (SMSC) development. (2014). To be able to offer a safe place in which our children can discuss controversial issues, and to be given the knowledge and confidence to challenge extremist beliefs and ideologies.
- Our pre-school will notify Safeguarding (CHANNEL) Child Protection agencies without delay of allegations of abuse towards our children. Our pre-school monitors its employees to ensure that no behaviour from a staff member is displayed which might be seen as signs of abuse and neglect. Our pre-school will ensure good relations are built with the parent/carer. Our pre-school will inform OFSTED of any allegations of serious harm or abuse by any person looking after children on our premises within 14 days of the incident.

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With the provision that the care and safety of the child must always be paramount, the pre-school will do all in its power to support and work with the child's family.

## Policy for Child Protection

Our pre-school procedures for safeguarding and child protection are in line with West Sussex Local Safeguarding Partners (LSP) Procedures.

Our pre-school aims to put into practice an effective child protection system.

- All members of our Management Committee/Management understand and fulfil their responsibilities.
- We have a nominated designated member of staff.

Our designated Safeguarding and Child Protection practitioners have undertaken the initial designated member of staff training and subsequent refresher courses.

Our Principal is the designated safeguarding officer, and we have a member of staff who will act in the designated member of staff's absence. Our school manager is the designated member of staff's absence.

- We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse, and sexual abuse. To take into account 'Information sharing advice' provided by the Department of Education.
- Ensure our policies and procedures include procedures to follow regarding online safety concerns & cover Safe and appropriate use of personal devices, wearable technology, mobile phones, and cameras; Acceptable and appropriate use of technology within the setting; Expectations regarding professional boundaries/behaviour of staff, including communication via social media. Policies and procedures are easily accessible to staff and parents/carers, for example, published on the setting's website. As well as staff and parents/carers being and actively involved, as far as possible in the development of policies and reviewed and approved by the management team/committee.
- All members of staff are provided with 'whole school' safeguarding and child protection training every three years and undertake online training courses annually.

All members of staff, volunteers and trustees know.

- The signs and symptoms of concern
- How to respond to a child who discloses abuse
- What to do if they are concerned about a child

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1. Significant changes in children's behaviour
2. Deterioration in their general well-being
3. Unexplained bruising, marks, signs of possible abuse
4. Signs of neglect

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's child protection policy and reference to it in our introductory pre-school materials.

Staff will also bear in mind:

Children in Specific Circumstances

1. Abuse linked to Spiritual and Religious Beliefs
2. Children and young people vulnerable to violent extremism

We will ensure that our selection and recruitment of staff met the requirements as set down in Safer Recruitment guidance.

We aim to achieve this by:

- Encouraging development of self-esteem and self-assertiveness, through our curriculum as well as our relationships through the pre-schools overarching values and ethos, whilst not condoning aggression or bullying.
- Promoting a caring, safe, and positive environment with the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying the Children Services Social Workday and Assessment Team as soon as there is significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school ensuring that appropriate information is forwarded under confidential cover to the child's new school and ensuring the school medical records are forwarded as a matter of priority.
- Our procedures will be regularly reviewed and updated.
- The name of the designated member of staff for Safeguarding and Child Protection will be clearly advertised in our pre-school paperwork.
- Referring a child if there are concerns about possible abuse, to the Children Services Social Work Duty and Assessment Team, and act as a focal point for staff to discuss concerns. A written record of referral is made.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral. The pre-school has adopted for the use the West Sussex LSP Guidance: Record keeping in Maintained Schools Child Protection and Welfare Concerns
- Ensuring that all such records are kept confidentially and securely and are separate from the child's records.
- Liaising with other agencies and professionals

Ensuring that the designated member of staff attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with parents.

Organising child protection training for all school staff.

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Providing, with the principal, an annual report for our records, detailing any changes and reviews of relevant policy and procedures: training undertaken by the DCPT, and by all staff and governors; number and type of incidents/cases, and number of children subject to a child protection plan.

Female Genital Mutilation (FGM) (2003) is a form of child abuse and is a violation of a child or adult's human rights and can result in both short term and long-term medical complications. The World Health Organisation (WHO) defines FGM as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO, 1996). This was strengthened by the Serious Crime Act 2015. Our pre-school would undergo training to be aware of the potential signs of those at risk of FGM. Our pre-school needs to be sensitive to the fact that families may have been under intense cultural/social pressure from within their country of origin to practise FGM. (Department of Health, 2016).

If a child is in immediate danger the police must be called by dialling 999.

If a member of staff has concerns about a child.

- The member of staff will report their concerns to the Designated Safeguarding Officer (Principal) or in their absence, the designated Safeguarding practitioners.
- The Designated Safeguarding Officer will decide whether the concerns should be referred to the Multi-Agency Safeguarding Hub (MASH). If there are grounds for actual or suspected significant harm, then a referral will be made to the MASH via telephone in the first instance. If the Designated Safeguarding Officer is unsure about whether a referral is required, they should contact the MASH by telephone for advice.
- If it is decided to make a referral to the MASH this will usually be discussed with the parents, unless to do so would place the child at further risk of harm or could impact on a police investigation (the MASH is able to provide advice on this).
- If it is considered likely that by informing parents / carers of the referral will increase the risk to the child (ren) advice **MUST BE SOUGHT FROM MASH** before **INFORMING**, the **PARENT / CARER**.
- The member of staff will make an accurate and detailed recording (which may be used in any subsequent court proceedings) as soon as possible and on the same day. The signed and dated 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.
- The MASH will require a follow up of any phone call in writing from the referrer. The Designated Safeguarding Officer will ensure that any written referrals are made using the Request for Support form available here and can also be found on the LSCP website.
- The preschool child protection records must reflect who was spoken to at

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MASH, the time and date of that contact, and clearly record any advice given and what steps the school have taken.

- Particular attention will be paid to the attendance and development of any child for who the preschool has concerns, or who has been or is the subject of a Child Protection Plan.

Information Sharing, if in doubt whether to share information take advice from MASH.

## Taking Responsibility

- Staff should not assume a colleague or another professional from another organisation is making a referral. It is the duty of the Designated Safeguarding Officer to act and ensure information is shared in order to keep a child safe.
- In addition, our preschool will ensure that our safeguarding practitioners will have confidence and know how to contact MASH in the unlikely event that the DSO or manager are not available. This will also be the case where any member of staff is concerned that the DSO or deputy is not taking concerns seriously.
- In addition, we encourage all members of staff to recognise and respond to safeguarding concerns which occur in the community and are nothing to do with school in the appropriate manner to by contacting MASH or the NSPCC.

## Integrated Prevention & Early Help (IPEH)

Any child may benefit from Early Help, but all staff should be particularly alert to the potential need for Early Help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory education, health, and care plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour.
- Is frequently missing/goes missing from care or from home or from school.
- Is at risk of modern slavery, trafficking, or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- Is a privately fostered child.

Our preschool is aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

We will ensure that staff have the skills, knowledge and understanding to keep children looked after safe.

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- In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility.
- The Designated Safeguarding Officer will have details of the child's Social Worker.
- We recognise a previously looked after child potentially remains vulnerable and we will ensure that all staff should have the skills, knowledge and understanding to keep previously looked after children safe.
- Our pre-school discuss how we can best support the child and meet the needs of the child's Personal Education Plan (PEP) and use any additional resources accordingly.

All detail of vulnerable children, those with special educational needs, in care, looked after and at risk will be assessed each term through a Children's Learning and Well-Being audit.

## Policy for Equal Opportunities

Our Pre-school believes that its activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work<sup>1</sup> in, or volunteer to help with, our pre-school have an equal chance to do so.

The pre-school is open to every family in the community and any family joining will be made aware of our policy on equal opportunities.

Our pre-school has designated our Principal to be our Equal Opportunities.

Co-ordinator

Our Pre-school aims to put into practice an effective equal opportunity system.

The pre-school will appoint the best person for each job and will treat fairly all applications for jobs and all those appointed.

The pre-school recognises that many different types of family successfully love and care for their children regardless of their race, culture, ability, gender, social class or religion or belief.

Our aim is to show respectful awareness of all major events in the lives of the children and families in the pre-school, and in our society, and to welcome the diversity of backgrounds from which they come.

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We aim to achieve this by.

- Taking into account the gender checklist when making and providing materials for our pre-school
- Bearing in mind our pre-schools values and beliefs

#### Statement of values

- Without indoctrination in any faith, children will be encouraged to welcome a range of different festivals, together with stories, celebrations and certain food and clothing they involve, as part of the diversity of life.
- All children will be respected and their individuality and potential recognised, valued, and nurtured. Activities and the use of equipment will offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.
- These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures and messages about any group of people.
- The pre-school recognises the wide range of special needs of children and families in the community and will consider what part it can play in meeting these needs.
- Racist and sexist attitudes and comments will be challenged with staff, parents, and children. -The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Taking into account

#### The Race Relation Act 1976 and the Race relations (Amendment) Act 2000

- Direct discrimination,
- Our Pre-school will NOT treat one person less favourably than another on racial grounds, for example, refusing to admit a child because their ethnically different.
- Indirect Discrimination,
- Our Pre-school will NOT use practice and procedures which, through not overtly racists, but still have the effect of discrimination on racial grounds.
- Segregation
- Our Pre-school will NOT separate children or adults on racial grounds: for example, grouping children by their racial background, for activities, for no specific reason.
- Victimization
- Our Pre-school will NOT discriminate against a child/adult if in the process of taking action under the act of Race relations.

Recruitment

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- The recruitment and selection process is crucially important to any equal opportunities policy. We will endeavour through appropriate training to ensure that employees making selection and recruitment decisions will not discriminate, whether consciously or unconsciously, in making these decisions.
- Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy.
- Job descriptions, where used, will be revised to ensure that they are in line with our equal opportunities policy. Job requirements will be reflected accurately in any personnel specifications.
- We will adopt a consistent, non-discriminatory approach to the advertising of vacancies.
- We will not confine our recruitment to areas or media sources which provide only, or mainly, applicants of a particular group.
- All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job.
- All employees involved in the recruitment process will periodically review their selection criteria to ensure that they are related to the job requirements and do not unlawfully discriminate.
- Short listing and interviewing will be carried out by more than one person where possible.
- Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.
- We will not disqualify any applicant because he/she is unable to complete an application form unassisted unless personal completion of the form is a valid test of the standard of English required for the safe and effective performance of the job.
- Selection decisions will not be influenced by any perceived prejudices of other staff.

### Training

- Senior staff will receive training in the application of this policy to ensure that they are aware of its contents and provisions.
- All promotion will be in line with this policy.

### Monitoring

- We will maintain and review the employment records of all employees in order to monitor the progress of this policy.
- Monitoring may involve: -
- the collection and classification of information regarding the race in terms of ethnic/national origin and sex of all applicants and current employees; the examination by ethnic/national origin and sex of the distribution of employees and the success rate of the applicants; and recording recruitment, training, and promotional records of all employees, the decisions reached and the reason for those decisions.

The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if

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necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and staff.

- Our Pre-school will endeavour to ensure that neither women nor men nor child suffer discrimination on the grounds of their sex.
- Our Pre-school will maintain 'The Equal Pay' Act, -stating that women should receive the same pay as men for the same job.

This policy has been developed in accordance with:

- The Children Act 1989/2004/2006.
- Education Act 2002/2011
- Keeping Children Safe in Education (DfE September 2019)
- Working Together to Safeguard Children 2018
- Regulated Activity in relation to children.
- The Education (Child Information) (England) Regulations 2005
- Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Children Missing Education Statutory guidance 2016.
- West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures West Sussex Safeguarding Children Partnership
- Safeguarding children and protecting professionals in early years setting online safety considerations.

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