

Community Pre-schools Safeguarding and Child Protection Training Policy

Community Pre-schools will ensure all staff, students, volunteers and regular adults are trained, competent and confident in safeguarding and child protection procedures so children are protected from harm.

Legal and statutory framework

This policy follows the current Early Years Foundation Stage statutory framework for group and school-based providers and will be reviewed when statutory guidance, local safeguarding partnership procedures or Ofsted expectations change. Relevant guidance includes Early years foundation stage statutory framework, Working Together to Safeguard Children, Keeping Children Safe in Education where relevant, Prevent duty guidance, information sharing guidance and What to do if you're worried a child is being abused.

Training aims

Training will help practitioners recognise safeguarding concerns, respond to disclosures or inappropriate play, record concerns accurately, share information lawfully and report promptly to the DSL, children's social care, the LADO or other agencies as required.

All staff responsibilities

- Read and follow the safeguarding and child protection policy, code of conduct, whistleblowing policy, safer recruitment procedures, attendance procedures and online safety expectations.
- Know how to report concerns about a child, including early help or concerns below referral threshold.
- Know how to report concerns about staff, volunteers, managers, the DSL or other adults, including low-level concerns and whistleblowing.
- Respond to disclosures calmly, avoid leading questions, explain that information may need to be shared and record the child's words accurately.
- Understand that safeguarding includes protection from maltreatment, preventing impairment of health or development, ensuring safe and effective care and promoting the best outcomes for children.

Induction and refresher training

All staff, students, volunteers and regular adults will receive safeguarding induction before working unsupervised. Induction will cover the setting's procedures, the DSL and deputy DSL, recording and reporting concerns, mobile phone and camera use and screen time within the setting, confidentiality, information sharing, professional boundaries, safer working practice, allegations management and emergency reporting.

All practitioners will complete safeguarding training at least every two years, or sooner if required by local procedures, changes in guidance, role changes, performance concerns, inspection findings or emerging risks. Managers will provide regular updates through meetings, supervision, briefings, policy updates and scenario discussions.

Training content

- EYFS safeguarding and welfare requirements and legal responsibilities.
- Signs and indicators of abuse, neglect, domestic abuse, emotional harm, physical harm, sexual abuse, online harm, exploitation, radicalisation, fabricated or induced illness, discriminatory abuse and wider family concerns.
- Recording, reporting, escalation, early help, referrals to children's social care and emergency action.
- Information sharing, confidentiality and secure record keeping.
- Responding to disclosures, injuries, changes in behaviour, inappropriate sexualised behaviour or play, unexplained absences and concerning patterns.
- Whistleblowing, allegations against adults, low-level concerns, professional boundaries and the role of the LADO.
- Prevent duty, online safety, safer recruitment, staff suitability, supervision, attendance monitoring, child absences, safer sleep where applicable, safer eating and first aid links to safeguarding.

Designated Safeguarding Lead training

The DSL and deputy DSL will complete enhanced safeguarding training in line with local safeguarding partnership expectations. Training will cover referrals, bank staff, staff support, challenge and escalation, secure records, patterns of concern, safer recruitment and policy effectiveness.

Delivering safeguarding training

Training may be delivered through recognised external courses, local authority or safeguarding partnership training, approved online learning, competent in-house delivery, briefings, supervision and scenario-based learning. In-house training must be planned, dated and evidenced, including objectives, attendance, materials, trainer details and checks of understanding.

Training will be practical and linked to daily practice through case studies, local procedures, threshold discussions, disclosure scenarios, quizzes, reflective supervision and follow-up questions. Staff will be encouraged to ask questions and act promptly on concerns.

Monitoring competence and records

Community Pre-schools Managers will keep a safeguarding training log showing induction, formal training, refresher dates, DSL training, Prevent training, safer recruitment training where applicable and evidence of updates. Competence will be checked through supervision, observation, staff discussion, record review, knowledge checks and incident reflection. Gaps will be addressed without delay.