SAFEGUARDING and CHILD PROTECTION POLICY

This policy represents the agreed principles for Safeguarding Children in the Pre-School. All staff representing St Michael's Pre-School have agreed this policy.

At St Michael's Pre-School, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by St Michael's Pre-School, the professionals this information may be shared with and the retention periods this data is held for. Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional, or mental harm, or if it is protecting their physical, mental, or emotional well-being under section 47 of the Children's Act.

Introduction

The health, safety, and welfare of all our children are of paramount importance to all the adults who work in our Pre-School and is a culture of vigilance amongst staff whom have a safeguarding culture of "it could happen here". Our children have the right to protection, regardless of age, gender, race, culture, background, or disability. They have a right to be safe in our pre-School. This policy is in line with HSCP (**Hertfordshire Safeguarding Children Partnership)** local guidance and procedures.

Aims and objectives

Our aims are:

- to provide a safe environment for children to learn in.
- to establish what actions the Pre-School can take to ensure that children remain safe, at home as well as at pre-school
- Staff are vigilant, maintaining an attitude of "it could happen here"
- to raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse. Safeguarding is addressed and updated at EVERY team meeting and regularly throughout the year.

- to identify children who are suffering, or likely to suffer, significant harm.
- to ensure effective communication between all staff as well as work in partnership on child protection issues.
- to set down the correct procedures for those who encounter any issue of safeguarding.
- Actively promote British values, promote their welfare, and prevent radicalisation and extremism.
- To ensure children are not coerced into gangs or criminal exploitation through county lines.
- Show professional curiosity, when talking with children, parents/carers, making sure parents and carers get the support they need without judgment.

Statutory Framework

This policy is formulated using the following legislation and guidance:

- The Children Act 1989 & 2004 (Section 47) (Section 17)
- Education Act 2011
- Statutory Framework for the Early Years Foundation Stage (DfE Sept 2025)
- Working Together to Safeguard Children (DfE 2023)
- The Prevent Duty under section 26 of the Counterterrorism and Security Act 2015 (DfE 2015)
- What to do if you are worried a child is being abused DfE (2015)
- Female Genital Mutilation Act 2003 A mandatory reporting duty for FGM is in place via the Serious Crime Act 2015
- The childcare Act 2006 (Section 40).
- Information sharing 2018 Data Protection Act (DPA) and General Data Protection Regulations (UKGDPR)
- Keeping Children Safe in Education (KCSIE 2025)
- Safeguarding children and protecting professionals in early years settings: online safety considerations (2019)
- Ofsted inspection framework
- Safeguarding vulnerable groups act 2006
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)

The Prevent Duty builds children's resilience to radicalisation by promoting fundamental British values and provides a safe space in which children and staff understand the risks associated with terrorism. The EYFS supports this through personal, social, and emotional development and through understanding the world.

The Children Act 1989 & 2004 states that the child's welfare is paramount, and that every child has a right to protection from abuse, neglect, and exploitation.

The Early Years Foundation Stage general welfare requirement *Safeguarding and promoting children's welfare* states 'the provider must take necessary steps to 'keep children safe and well' incorporating the EYFS overarching principles: Unique child, Positive Relationships, Enabling Environments with teaching and support from adults and learning development.

Working Together to Safeguard Children (2023) identifies that Early Years providers have a duty under section 40 of the Childcare Act 1989 & 2004 to comply with the welfare requirements of the Early Years Foundation Stage. Early years providers must ensure that:

- The suitability of adults who have contact with children; promote good health, manage behaviour, records, policies and procedures.
- We ensure all staff complete safeguarding training every 2 years with **Hertfordshire Local Authority**, that enables them to recognise signs of potential abuse and neglect; and regular updates are shared.
- We have a practitioner who is designated to take lead responsibility for safeguarding children and who should liaise with local statutory children's services agencies as appropriate. This lead should also complete designated person training.

The Designated Senior Lead (DSL) is Maggie Davidovitz with (Deputy DDSL's) Natalie Pepper and Yvonne O'Mahoney.

The Designated Senior Lead (DSL) for Safeguarding is the manager of the Pre-School. The DSLs' role is to: -

- ensure that the Hertfordshire's Area safeguarding Committee's Safeguarding Procedures are followed in the Pre-School
- ensure that all staff are aware of these procedures
- ensure that appropriate 2 yearly training is undertaken, and support is provided to all staff with regular updates
- develop effective working relationships with other agencies and services
- decide whether to take further action about specific concerns e.g. refer to Hertfordshire Safeguarding Children Partnership and if appropriate the police.
- Complete the continuum of need to ascertain the family's needs and whether to take further action about specific concerns and refer to Families First for Early Help.
- Refer specific concerns to the Channel Programme which focuses on providing support in the early stages to people who are identified as being susceptible to being drawn into terrorism.
- liaise with Social Work Teams over suspected cases of child abuse
- ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential' this must include any outcomes.

- submit reports to, and attend, Safeguarding Core groups and Child Protection Conferences.
- ensure that the pre-school effectively monitors children who have been identified as 'at risk'
- provide guidance to parents through Families First and to children and staff through obtaining suitable support.
- Keep up to date with all relevant procedures and legislations.
- Attend TAC (Team Around the Child), TAF (Team Around the Family) and CIN (Child in Need) meetings.

Employment and Recruitment

- A clear vetting and barring procedure is in place for all new staff and clear policies are shared at their Induction. We will do all we can to ensure that all those working with children in our pre-school are suitable people. This involves scrutinising applicants, verifying their identity, and obtaining references, as well as the mandatory checks and enhanced DBS check.

- Managers routinely ask practitioners if anything has changed regarding their suitability to work with children during their termly supervisions.

- All practioners must be on the DBS update service and this will be re-checked termly at the time of their Supervision.

- St Michael's Pre-School ensures that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children are suitable and have been thoroughly inducted.

- Practitioners are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).

- St Michael's Pre-School does not allow people whose suitability has not been checked, including through an enhanced criminal records check, to start work at the pre-school until all the relevant checks have been received.

- Managers record information about staff qualifications and the identity checks and vetting processes that have been completed (including an enhanced criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it).

- References must must be received from past employers before a staff member starts at the pre-school.

- We ensure that all staff have sufficient understanding and use of English to ensure the wellbeing of children in our care.

St Michael's Pre-School meets their responsibilities under the Safeguarding Vulnerable Groups Act 2006. We follow the DfES guidance set out to Safeguarding Children:

Mobile Phones & Smart Watches
There are clear guidelines on the storage and use of the above. Mobile phones are kept in the office and only accessed away from the children during staff breaks. Smart Watches are not to be worn during working hours. (see E-Safety, Networking, Mobile Phone and Digital Photography Policy).

Staff Training
All staff in the pre-school receive regular training to raise their awareness of abuse, and to improve their knowledge of safeguarding procedures that have been agreed locally. Designated Safeguarding Leads attend additional training to ensure they take lead responsibility for child protection within the setting. The maximum period of time before refresher training with Herts for Learning is two years. Safeguarding is discussed at half-termly staff meetings. All staff have termly Supervisions. All staff have completed online training on protecting children from the risk of radicalisation (Prevent). Staff have undertaken online Female Genital Mutilation (FGM) and have completed County Lines training online.

Operation Encompass:
St Michael's Pre-School is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police or your child's health visitor will share information about Domestic Abuse incidents with our pre-school PRIOR to the start of the next nursery day when they have been called to a domestic incident.
Once our DSL has attended at an Operation Encompass briefing/telephone call, they will cascade the principles of Operation Encompass to the DDSL. Parents/ carers are made aware that we are an Operation Encompass nursery within our parental information sharing boards where posters are displayed, as well as on our website.
The Operation Encompass information is stored in paper form with all other confidential safeguarding and child protection information away from the child's normal file.
The settings DSL and DDSL have undertaken training on Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children and have discussed how we can support our children following the Operation Encompass notification.

Staff are aware that they must do nothing that puts the child/ren or the non-abusing adult at risk. The DSL and DDSL used the Operation Encompass Toolkit to ensure that all appropriate actions has been taken by the nursery.

Pre-School Procedures

- if any member of staff is concerned about a child, he or she must inform the DSLs'
- information regarding the concerns must be recorded by the member of staff on the same day on a 'Record of Concern' sheet (which has an outline of a body on it – staff must accurately record their concerns). The recording must be a clear, precise, factual account of the observations and must be dated. These sheets are kept in the DSL's 'Record of Concern' file, which is kept securely in the managers locked cupboard/office and marked 'strictly confidential'. All concerns must be recorded on the same 'body' sheet to enable an overview, each account must be clearly dated, and the chronology sheet completed of the action taken and any outcomes.
- the DSL will decide whether the concerns should be referred by reporting concerns to safeguarding children's services. If it is decided to make a referral to Safeguarding children's services after ensuring the thresholds are met using the continuum of need document, parental consent is needed prior to a referral although it is our legal duty under section 47 to share information, if a child is believed to be at risk of harm consent is not needed (Intensive/ Specialist). If consent is refused at universal or targeted continue to monitor as that is a concern itself and may move to the next level.
- if a referral is made to Safeguarding Children's Services the DSL will ensure that a written confirmation of the concerns is sent to the Safeguarding Children's services within 48 hours when requested.
- attention will be paid to the attendance and development of any child who the nursery believes to be 'at risk', 'vulnerable group' or who has been placed on the Safeguarding Children's Register. Children's attendance will be monitored and recorded, and parents/carers will be contacted as to the reason why their child has not attended, and logs will be monitored. (See Attendance & Child Absence Policy).

When to be concerned

Staff should be concerned about a pupil if he or she: -

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries
- regularly has unexplained injuries
- frequently has injuries (even when apparently reasonable explanations are given)
- gives confused or conflicting explanations on how injuries were sustained
- exhibits significant changes in behaviour, performance, or attitude

- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age (using the sexual behaviours traffic light tool)
- discloses an experience in which he or she may have been harmed
- gives other cause to believe that he or she may be suffering significant harm
- poor attendance or pattern in attendance
- child on child abuse, this can include inappropriate behaviours between children that are abusive in nature including physical, sexual or emotional forms of bullying both on and offline.

Staff must ensure existing injury sheets are completed as soon as they notice a mark on a child. If this is noticed at drop off, then parents/carers need to be asked how the injury has occurred and complete the existing injury form. Staff will mark any injury in the child's individual body map form. If parents and carers have left the nursery site and the injury is identified by a member of staff, then parents and carers need to be contacted by telephone and asked how the injury has occurred. Parents and carers will complete the existing injury form on collection of their child. Staff members will ask the child how they sustained the injury and look for consistencies in parents and carers responses as well as the child's. The Existing Injury forms are monitored termly for any patterns.

Dealing with a disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should: -

- look and listen to what is being said without displaying shock or disbelief (listen to your gut instincts/feelings/ think the unthinkable and believe the unbelievable)
- accept what is being said
- allow the child to talk freely, anticipate, do not assume or presume.
- reassure the child but not make promises which it might not be possible to keep
- not promise confidentiality – it might be necessary to refer to Hertfordshire Safeguarding children partnership.
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- listen, rather than ask direct questions
- if necessary, ask open questions, not leading questions, who, what, where, how to have a deeper enquiry and act upon this
- not criticise the alleged perpetrator
- explain what must be done next and who must be told.
- Always outline any concerns to your DSL as there may be more to the picture that staff are not aware of.

Record keeping and monitoring

When a pupil has made a disclosure, the member of staff should: -

- make brief notes during and as soon as possible after the conversation
- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- complete the diagram with an outline of a body shape, to indicate the position of any bruising or other injury
- record statements and observations rather than interpretations or assumptions on the incident report form.
- At every monthly staff meeting/ team meeting the DSL leads a safeguarding update and refresher session
- Regularly review the "cause for concern file" to note any patterns

Dealing with a disclosure from a child, and a Safeguarding case in general, is likely to be a stressful experience. The member of staff should, therefore, consider seeking support for him/herself and discuss this with the DSL.

The Prevent Duty (Counter Terrorism and security Act 2015)

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement and curiosity alongside their training in identifying children who might be at risk of radicalisation and act proportionately with a risk-based approach. Staff are aware and confident to share their concerns with the setting's DSL, DSL's will assist with referring onwards to prevent, either by contacting the police or the local authority Prevent programme manager regarding an individual who may be susceptible to being drawn into terrorism and support rehabilitation and disengagement of those already involved in terrorism. It is important that the risk is relevant to refer to prevent, the prevent team will assess the level of risk and level of need needed through the channel panel and if appropriate agree a tailored package of support. Channel is a voluntary process, and consent must be given by parents or carers before a referral and before support can be given. Where Channel is not considered suitable, alternative options will be explored where appropriate. The person may be offered alternative support, such as by mental health services or children's social care services. Where consent for Channel has not been given or the level of risk posed makes it unsuitable, the person can be considered for Police-led Partnerships.

Prevent remains one of the key pillars of CONTEST (Counter- terrorism strategy), alongside the other four 'P' work strands:

- Prevent: to stop people becoming terrorists or supporting terrorism
- Pursue: to stop terrorist attacks

- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack.

The Prevent Duty incorporates reducing the threat to the UK from terrorism, tackle the causes of radicalisation and respond to ideological challenges, safeguard those most at risk and enable those who are already engaged in terrorism to disengage and rehabilitate.

All staff.

- Have completed an online awareness course and all managers/ DSL's have completed training on prevent referrals and shared this information with staff.
- Continually discuss what behaviours may cause them to be concerned about a child.
- Be alert to anything out of the ordinary a child may say to you for example stating they do not like particular groups of people.
- Children deciding not to be friends with some children related to their culture/race, refusing to sit near them
- Bullying and being aggressive towards some children
- Children acting out violent scenes in the role play area depicting negative images they may have seen at home/ online
- Older children who access the internet having access to online forums talking about terrorism
- Children talking about new people staying at their house; who are these people? Have the parents openly shared this information with you?
- Children suddenly being absent from the setting; have they gone away without telling you? Where have they gone and why?
- Younger children may show a change in behaviour that you cannot account for, for example being withdrawn or aggressive, frightened,
- Notice any changes in the Parents behaviour for example comments they may make to you about other parents related to their culture/ethnicity, being discriminatory; any views they share with you that causes you concern for example sharing extreme political views
- Any concerns you may have of work colleagues who hold extreme views or make discriminatory remarks
- records relating to Safeguarding children will be kept in a secure locked place, separate from the child's general file
- if a child who is known to be on the Safeguarding Children Register changes nursery or moves onto their school or setting the DSL will inform the social worker responsible for the case and transfer the appropriate records to the receiving School/Nursery, in a secure manner usually by hand, to a named person, and separate from the child's general file. A "Transfer Form" will be completed and stored in the child's file.

In addition to preparing children for life in modern Britain, staff promote shared values, by building resilience to radicalisation and extremism. Staff provide a safe environment for debating controversial issues and helping children to understand how they can influence and participate in decision making.

Prevent Abuse by means of good practice

- Practitioners and any other person who may have regular contact with children are suitable
- Adults will never be left alone for long periods of time, with individual children or with small groups
- Adults that do not have a DBS certificate will not be employed until a clear DBS is received.
- Children will have regular circle time and discussions on appropriate behaviour and appropriate touch.
- All staff are aware of where to access the response phone number. It is clearly displayed on notice boards within the nursery and designated areas around the setting.

Female genital mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so nursery staff are trained to be aware of risk indicators.

These risk indicators may include:

- Child talking about getting ready for a special ceremony
- family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia, and Pakistan)
- knowledge that the child's sibling has undergone FGM
- child talks about going abroad to be 'cut'

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by females about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an

offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment a fine, or both. (See Female Genital Mutilation Statutory Guidance for further information). If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a pupil has undergone FGM:

- prolonged absence from Nursery and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure

Staff are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18 years of age. This is known as mandatory reporting.
The mandatory reporting duty applies to all at St Michael's Pre-School. The duty applies to the individual who becomes aware of the case to make a report to the police. In this situation staff will record their concerns in our strictly confidential Safeguarding file and inform the DSL, who will support the staff member in making a direct report to the police. There are no circumstances in which staff will examine a girl.

County Lines
County lines is a form of criminal exploitation. It is when criminals befriend children, either online or offline, and then manipulate them into drug dealing. The 'lines' refer to mobile phones that are used to control a young person who is delivering drugs, often to towns outside their home county.

Young people aged 14-17 are most likely to be targeted by criminal groups but there are reports of seven-year-olds and younger being groomed into county lines.

Primary school children are seen as easy targets because they're less likely to get caught. The grooming might start with them being asked to 'keep watch' but it soon escalates to them being forced to stash weapons, money, or become drug couriers.

It doesn't matter where you're from or your social background, children from any community can be groomed into county lines. However, those from poor households, who regularly skip school or have problems at home may be more at risk.

Children caught up in county lines are victim of exploitation.

County lines operations are often hard to spot, but the signs are visible. We are all in a position to stop it.

Signs to look out for are children who have multiple mobiles, come home with unexplained injuries or bruising, suddenly have new trainers they can't afford. These could all be indicators that a young person is in trouble. Staff at St Michael's Pre-School have all undertaken County lines training and learn the signs of exploitation and how to report it if worried.

Families First and Early help

Families First assessment (FFA) is our Early Help assessment tool and is used by practitioners who work with children, young people, parents and carers, it is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. FFAs are voluntary and require consent from parents or carers before they can begin. The FFA process is designed to address needs which require a multi-agency response. FFA should be started by any practitioner who has identified additional needs amongst any of the children, young people or families that they work with. The FFA process uses a "whole family" approach, which allows everyone's needs in the family to be taken into account, in order to make a lasting difference and can help with some of the issues listed below:

- Parenting
- Mental and physical health problems
- Drug and alcohol dependency
- Domestic abuse
- Debt problems
- Risk of being homeless
- School and related concerns- such as your child not attending.

Whistleblowing

It is important to St Michael's Pre-School that any fraud, misconduct or wrongdoing by employees or people is reported and properly dealt with. We encourage all individuals to raise any concerns that they may have about the conduct of others in the setting or the way in which the setting is run. At St Michael' Pre-School, we recognise that effective and honest communication is essential if malpractice is to be effectively dealt with. Whistleblowing relates to all staff and volunteers who work

within the setting, who may from time to time think that they need to raise with someone, in confidence, certain issues relating to the pre-school. Whistleblowing is separate from the grievance procedures. If you have a complaint about your own personal circumstances you need to follow the pre-school grievance procedure. If you are concerned about malpractice within the pre-school the following procedures need to be followed or call the **Ofsted Whistleblowing hotline on 0300 123 3155 or whistleblowing@ofsted.gov.uk**.

- Report any concerns to **Maggie Davidovitz, Natalie Pepper or Yvonne O'Mahoney**
- All staff are aware of preventing and eliminating wrongdoing within St Michael's Pre-School and are watchful for illegal, inappropriate, or unethical conduct and report anything of that nature to the managers.
- Staff understand that any matter raised under this procedure will be investigated thoroughly, promptly, and confidentially, and the outcome of the investigation will be reported back to you.
- No one will be victimised for raising the matter under this procedure and continued employment and opportunities for future promotion or training will not be prejudiced because of a legitimate concern.
- Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.
- If misconduct is discovered because of any investigation under this procedure the disciplinary procedure will be used, in addition to any appropriate external measures.
- If a malicious, vexatious, or false allegation is made then this will be a disciplinary offence, and disciplinary action will be taken.
- Any instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concerns, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to either Maggie, Natalie or Yvonne.

Allegations against staff

If an allegation is made against a member of the nursery staff (or a volunteer helper), an online referral would be made to LADO (**ladoreferral@hertfordshire.gov.uk**) within 24 hours of the allegation and before any internal investigation takes place. The setting will follow the agreed actions set out by them. An investigation, or further enquiries may be advised by the LADO, during this time the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the pre-school will do all it can to balance the interests of any individual with that of the need to keep children safe. The pre-school will seek advice from Hertfordshire safeguarding children partnership on these matters and comply with national and locally agreed guidance. Regardless of the outcome of the

allegation the pre-school will inform Ofsted of any allegations of '**harm**' within 14 days of the allegation.

Family Support

The Pre-School will take every step in its power to build up trusting and supportive relationships between families, staff, and volunteers in the group.

Where abuse at home is suspected, the Nursery will continue to welcome the child and family while investigations proceed. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms, this can be through Early Help and Families First assessments.

Liaise with o

The Pre-School and children's schools and families will work together:

0300 1234043	Hertfordshire Safeguarding children Partnership
0300 123 4043	Children's social care
999	Police
0800 789 321	Anti-terrorist hotline
0800 0113764	National police prevent line
0300 1234043	LADO
08088005000	NSPCC Confidential Hotline
08000280285	NSPCC whistle blowing advise
0300 1233155	Ofsted whistle blowing hotline

This Policy was adopted at a meeting of: St Michael's Pre-School

Reviewed and Updated on 12th September 2026