



Safeguarding/Child Protection Policy

1. Policy Statements

EYFS April 2017

- Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.
- Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

The definition of safeguarding

- Protecting children from maltreatment.
- Prevent impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Allowing children to have optimum life chances and enter adulthood successfully.
- Recognise all types of abuse - physical, emotional, sexual, neglect.
- The welfare of the child is paramount. To meet the welfare requirement 'safeguarding and promoting children's welfare'; taking the necessary steps to safeguard and promote the welfare of children within our care.
- To keep children safe.
- To provide strategies for each child to protect themselves from abuse.

Child Protection

Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should work pro-actively and intervene early to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate our commitment with regard to child protection to children and adults.

The procedures within this policy apply to all staff and consistent with those of the Wakefield District Safeguarding Children Board/ West Yorkshire Interagency Consortium Safeguarding Procedures. <http://westyorkscb.proceduresonline.com/>

2. Safeguarding legislation and Guidance

- Children Act 1989, 2004 & 2006
- Statutory Framework for the Early Years foundation Stage 2014
- The Prevent Duty 2015
- Counter Terrorism and Security Act 2015
- Care Standards Act 2000
- Protection of Children Act 1999
- Human Rights Act 1998
- Keeping Children Safe in Education 2015
- Working together to Safeguard children 2015
- Information sharing 2015
- What to do if you think a child is being abused 2015
- Disqualification under the Childcare Act 2006

3. Roles and Responsibilities

- Everyone who works with children – including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers – has a responsibility for keeping them safe.
- In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families is aware of the role that they have to play and the role of other professionals. In addition, effective safeguarding requires clear local arrangements for collaboration between professionals and agencies.
- Any professionals with concerns about a child's welfare should make a referral to local authority children's social care. Professionals should follow up their concerns if they are not satisfied with the local authority children's social care response.

Training

- It is essential to train all staff to understand this safeguarding policy and procedures, ensuring all staff have up to date knowledge of Safeguarding issues.
- It is important all staff have training to enable them to recognise the signs of abuse and neglect, and know if they have concerns what to do.
- Every staff member must be alert to the specific needs of children in need and special educational needs.
- Obtain access to resources and attend any relevant training or refresher courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

Safer recruitment

- We endeavour to employ 'safe' staff
- Recruitment selection and pre-employment vetting is carried out in accordance with Ofsted guidelines and EYFS. Including:
 - Verifying identity
 - Professional qualifications
 - Enhanced DBS

4. On and off site security

Site Security

- Visitors to the premises are asked to sign in and where possible are pre booked in advance.
- Parents of children on the premises do not need to sign in and out when collecting their children.
- All visitors are escorted and supervised while on the premises.

Off-site arrangements

- When children attend off-site activities or supervised outings during their session with us, all safeguarding procedures are followed.

Photography and images

- Though the majority of people take or view photographs or videos of children for entirely innocent and acceptable reasons. Sadly this is not always the case so we have safeguards in place:
 - Seek parental consent for photographs to be taken or published.
 - Not use full names of pupils with an image
 - Ensure children are appropriately dressed
 - Store images correctly and securely
 - Encourage children to speak out if they feel uncomfortable about a photo being taken.

5. Physical intervention and intimate care

Reasonable force and physical intervention

Reasonable force is only used in guidance with government and Ofsted guidelines. All staff are encouraged to use strategies that are specific to individual children to avoid escalation. All incidents where restraint is used are recorded and reviewed.

Intimate care (further information is available in our Intimate Care Policy)

Intimate care is any activity that requires meeting the personal care needs of any individual child. Parents/carers will advise us on the level of intimate care their child needs, and we will work in partnership with children and parents/carers to deliver this care.

We treat every child with the respect and dignity that is appropriate for their age and personal situation. Assistance will be given if the child feels comfortable with help, and encourage children to be independent and complete the intimate care themselves. It is important to talk with the child about the intimate care you are helping them with at a level of communication the child understands.

6. Mobile devices and internet safety

Mobile phones, tablets and computers are a good source of fun, entertainment and education. However, we know these technologies can be used for harm. Read our Mobile phone and camera Policy for further information. Acceptable use of IT gadgets by staff and children will be enforced and parents informed of expectations too.

7. Child protection procedures

Types of abuse

- **Physical** – may involve hitting, shaking, throwing, poisoning, burning, drowning or suffocating; any physical harm caused to a child.
- **Emotional** – persistent emotional maltreatment of a child which causes severe and persistent adverse effects on the child's emotional development.
- **Sexual** – forcing or enticing a child or young person to take part in sexual activities. The activities may involve physical or non-physical acts. Sexual abuse can be perpetrated not only by males, but females and other children.
- **Neglect** – is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development.
- **Bullying** – at its most serious level, bullying can have a disastrous effect on a child's wellbeing and in rare cases been a feature in the suicide of young people.

Indicators of abuse

Physical signs define some types of abuse but identification can be difficult as children may go to great lengths to hide injuries.

A child who's being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort
- Keep themselves covered even in warm weather
- Look unkempt and uncared for
- Change eating habits
- Difficulty in making and keeping friends
- Self - harm
- Missing from sessions, arrive late
- Display a change in behaviour
- Become disinterested
- Wary of physical contact
- Display sexual behaviour or knowledge beyond normally expected for their age.

Action to be taken

It is important for concerns to be reported and recorded as soon as possible.

Key points for staff:

- In an emergency, take necessary action such as call 999
- Report concerns as soon as possible to the Designated safeguarding Person (DSP), in our setting this is Sarah Bailey-Gough
- Complete a report of the concern
- Share information on a need to know basis – do not discuss with family or friends
- Seek support if feeling distressed.

Whenever a concern is raised about the welfare of a child this will be recorded:

- The child's name, date of birth and address
- The time and date of the record
- Factual details about the concerns
- Whether the parent/carer has been spoken to and what their response was.

Referral to Social Care Direct

The DSP will make the referral to Social Care Direct, to discuss the details as they can offer advice on whether your concerns constitute significant harm and whether to inform parents.

How to support a child who's been abused?

- If a child wants to talk; making a disclosure:
- Ensure the child feels safe and comfortable
- Listen carefully to everything the child wants to say
- Not appeared shocked or judge
- Encourage the child to speak but without using leading questions
- Don't make any promises to the child; never tell them you'll keep things secret
- Explain to the child what action you will take; be clear what will happen next; using language suitable for the age and development stage of the child.

- Make a written record of what was said, heard or seen as soon as possible after speaking with the child. Record date, time, location and if anyone else was present at the time
- Report all concerns to Social Care immediately.
- We will keep up to date with safeguarding children issues by attending relevant training and reading information; helping us to be aware of the signs and symptoms of abuse.

Information sharing

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data protection/Human rights laws are not a barrier
- Be open and honest (unless unsafe or inappropriate)
- Seek advice
- Share with consent if appropriate
- Consider safety and wellbeing
- Necessary, proportionate, relevant, adequate, accurate, timely, and secure.
- Keep record of decision and reasons

8. Additional Information

We ask that parents/carers inform us of any injuries/incidents their child may have been in since last attending the setting and record the information if necessary. Encourage parents/carers to share any concerns that they might have about their children.

If an allegation is made against me, a member of my family, or staff, we invite the parent/carer to follow the complaints procedure. Ofsted will be informed and a report of the allegation given to Social Care following the procedures set in place by the Local Safeguarding Children's Board.

Whenever a concern is raised about the welfare of a child this will be recorded:

The child's name, date of birth and address

The time and date of the record

Factual details about the concerns

Whether the parent/carer has been spoken to and what their response was.

It is understood that it is not the settings duty to investigate any allegation of abuse or concern about a child, any concerns will be passed on to Social Care.

9. Prevent Duty

Protecting children from the risk of radicalisation is part of the wider safeguarding duties and is similar in nature to protecting children from other harms such as drugs, gangs, sexual exploitation.

These influences can come from family or be the product of outside influences.

Staff Responsibilities:

- All practitioners must be able to identify children who may be vulnerable to radicalisation. Training will be provided.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection.
- These behaviours can be evident during circle time, role play activities and when working one to one with an adult.
- People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion.
- The Prevent duty does not require schools to carry out unnecessary intrusion into family life but we are required to take action when observe behaviour of concern.
- People dress codes like are not indicative factors that they are at risk of being radicalised.
- The signs of radicalisation to look out for, in our families.

Emotional – angry, mood swings, new found arrogance

Verbal – expressing opinions that are at odds with generally shared values

Physical – appearance (tattoos), changes in routine, taking children on a long holiday to unusual places.

What to do if you suspect a child is at risk of radicalisation?

Follow the normal Safeguarding procedures, including speaking with the DSP, and where deemed necessary Social Care Direct.

The DSP can also contact the local Police to discuss concerns and help to access support and advice.

British Values

We will build the children's resilience to radicalisation by promoting British Values. We will teach them to think critically and become independent learners.

We endeavor to support our children by providing learning opportunities to help them develop positive diverse and communal identities, as well as their well-being, their empathy and emotional literacy, while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures, children's pro-social behaviors and responsible citizenship and real sense of belonging.

10. Contact Details

Contact details for Social Care Direct: 0345 8 503 503

Contact details for Ofsted: 0300 123 123 1

Contact Police (Emergency): 999

Designated Safeguarding Officer: Sarah Bailey-Gough 01977 218616 /
07916 744369

LADO: Jane McCann 01924 302155

Early Years Team: 01924 306373