

# 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.

### Types of abuse - Safeguarding action may be needed to protect children from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- the impact of technology on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage

- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- Other issues not listed here but that pose a risk to children, learners and vulnerable adults.

Safeguarding is not just about protecting children, from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

### **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
- Inspecting safeguarding in early years, education and skills settings 2016

### 3. Roles and Responsibilities

- Everyone who works with children – including teachers, GPs, nurses, midwives, health visitors, early year's 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 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**

As listed in the Inspecting Safeguarding in Early Years Document 2016, safeguarding action may be needed to protect children from:

- **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.
- **Physical abuse** - may involve hitting, shaking, throwing, poisoning, burning, drowning or suffocating; any physical harm caused to a child.
- **Sexual abuse** - 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.
- **Emotional abuse** - persistent emotional maltreatment of a child which causes severe and persistent adverse effects on the child's emotional development.
- **Bullying, including online bullying and prejudice-based 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.
- **racist, disability and homophobic or transphobic abuse**
- **gender-based violence/violence against women and girls**
- **radicalisation and/or extremist behaviour**
- **child sexual exploitation and trafficking**
- **the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography**
- **teenage relationship abuse**
- **substance misuse**
- **issues that may be specific to a local area or population, for example gang activity and youth violence**
- **domestic violence**

- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

### 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.

### Bullying/Peer on Peer Abuse

Bullying is not allowed or condoned. Bullying is a safeguarding issue and left unresolved can become a child protection case. We will always protect children in our care from any form of bullying. Investigating all accusations, no matter the severity.

Children can be vulnerable to abuse by their peers. We take all abuse seriously and apply the same protection procedures, as with abuse by adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues appropriate arrangements to ensure children's and learners' security, taking into account the local context.

### Action to be taken – Reporting Allegations

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.

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.

### 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 appear 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

### Parent responsibilities

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.

### Allegations made to staff or myself

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 and LADO, within 1 working day, will be informed and a report of the allegation given to Social Care. The procedures set in place by the Local Safeguarding Children's Board will be followed.

### Information held

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. Further information on safeguarding children

### 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 need 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.

## FGM - Female Genital Mutilation

Female Genital Mutilation (FGM) is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of our safeguarding/protection policy and procedure. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. It is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act);
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident (section 3 of the Act).

Under the FGM Act of 2003, the legislation requires regulated care professionals and teachers to make a report to the police where, in the course of the professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under age of 18, and there was no reason the act was necessary for the girl's physical or mental health purposes connected to labour or birth (section 2.1a).

## Forced marriages (FM)

Forced marriages (FM) FM is now a specific offence under the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014. A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family).

This is very different to an arranged marriage where both parties give consent. FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

## Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour, between people in a relationship. It isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can include:

- sexual abuse and rape (including within a relationship)
- punching, kicking, cutting, hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, which can include where they go and what they wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

### Vulnerable Children

It is identified that some groups of children are at greater risk of harm than most young people. *Working Together to Safeguard Children 2015*, details those at higher risk and how to provide early support and intervention for children and families affected. The groups considered at a greater risk include children who:

- are disabled and have specific additional needs
- have special educational needs
- are young carers
- show signs of engaging in anti-social or criminal behaviour
- live in challenging circumstances, for example, adults with issues around poor mental health, substances abuse or domestic violence.

NSPCC have identified other groups of children that need greater support, such as children living in poverty, those with parents who have learning difficulties and 'looked after children'.

Children with disabilities have an increased vulnerability to abusive situations because of their need for intimate care, and the fact they have impairments that prevent an understanding of appropriate behaviour, the lack of effective communication to share concerns and reliance on adults.

### 10. Whistleblowing

This section is designed to cover the procedure for staff who have concerns about the conduct of individuals, including:

- unprofessional behaviour
- Any form of abuse (physical, sexual, emotional or neglect)
- Name calling
- Personal contact with children and young people which is contrary to the policies and codes of conduct
- Any form of racial abuse
- Inappropriate sexualised behaviour

- Knowledge about an individual's personal circumstances which may indicate they could be a risk to children or unsuitable to work with children

Please be mindful that these are examples of concerns, and are not exhaustive.

This Safeguarding Policy encourages staff to raise concerns to be identified in doing so as part of their professional role/responsibility.

There is a balance to be struck between the right of the individual member of staff to speak freely on a range of matters and the right of the setting to protect itself against false and malicious accusations

### **How to raise a concern**

Staff should normally raise their concerns with the Designated Safeguarding Lead (Sarah Bailey-Gough) who will follow the procedures to deal with allegations. If the Designated Person is the subject of concern, it is acceptable for the staff member to contact the Local Authority Designated Officer (contact details below) direct.

If you have concerns about a child's safety or well-being you should contact Social Care Direct, they will deal with your concerns and can offer advice and support on what to do.

### **11. Contact Details**

Contact details for Social Care Direct:

0345 8 503 503

Social\_care\_direct\_children@wakefield.gov.uk

Contact details for Ofsted:

0300 123 123 1

Contact Police (Emergency):

999

Designated Safeguarding Officer for Mini-Me's: Sarah Bailey-Gough 01977 218616 / 07916 744369

LADO:

Safeguarding & Review Unit 01977 727032

lado@referrals@wakefield.gcsx.gov.uk

Prevent Duty Officer:

Gary Blezzard 07789 753634

Early Years Team:

01924 306373

Wakefield District Safeguarding Children Board:

01924 306497

NSPCC

0808 800 5000