

# Safeguarding Children Policy

## Statement of intent

Our setting will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

The **key commitments** of the nursery for safeguarding children are:

- Building a 'culture of vigilance' in which children are protected from abuse and harm in all areas of our care.
- Responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (2015).
- Promoting awareness of child protection and safeguarding issues throughout our training and learning programmes for adults; and empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

## Aims

Our aims are to carry out this policy by promoting children's right to be strong, resilient and listened to.

- by creating an environment in our setting that encourages children to develop a positive self image which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- by encouraging children to develop a sense of autonomy and independence;
- by enabling children to have the self confidence and the vocabulary to resist inappropriate approaches;
- by helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- by working with parents to build their understanding of, and commitment to, the principles of safeguarding all our children, including any concerns with regard to the use of online technologies.

The legal framework for this work; of which we have regard is listed in appendix A.

Our policies for

- 1.2.1. Intruder (Sept 2018)
- 1.2.2. Mobile phones & camera (Sept 2018)
- 1.2.3. Outside Play (Sept 2018)
- 1.2.4. Whistle Blowing (Sept 2018)

also form part of this Safeguarding Policy

## Liaison with other bodies

- We work within the Local Authority guidelines. (Essex Safeguarding Children Board- ESCB).
- We have a copy of 'What to do if you a worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff.

### **Important phone numbers -**

**Essex duty LADO (Local Authority Designated Officer) - 03330 139 797**

**Family Operations Hub - 0345 603 7627**

**Out of Hours Social Care - 0845 606 1212**

**Ofsted - 0300 123 1231**

**National Society for the Prevention of Cruelty to Children (NSPCC) - 0808 800 5000.**



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## Methods

### Key Commitment 1

'for safeguarding children by building a 'culture of vigilance' in which children are protected from abuse and harm in all areas of our care'

#### Staffing and volunteering

- The designated safeguarding lead takes responsibility for the coordination of all safeguarding and child protection matters within the setting. This includes managing child protection referrals, safeguarding training and raising awareness of all policies and procedures in relation to safeguarding and child protection. They will liaise with other third parties as required and will provide advice and support to other staff.
- The designated safeguarding lead understands LSCB (Local Safeguarding Children Board) safeguarding procedures and attends appropriate training to maintain (and refresh) knowledge of safeguarding.
- The designated safeguarding lead (on behalf of the nursery) subscribes to an online 'newsletter' to keep up to date with the latest safeguarding information. ([www.safeguardinginschools.co.uk](http://www.safeguardinginschools.co.uk) - Andrew Hall)
- The designated safeguarding lead within the setting is

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in his absence, the administration manager, Shelley Rolfe, or the lead practitioner for the over 4s, Martyn Ditchman will take responsibility as the designated person.

If for any reason the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the setting to ensure that all staff members have access to safeguarding support, should it be required. Any individual may refer to social care where there is suspected or actual risk of harm to a child.

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 2015.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure Barring Service before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by 'Safer Recruitment' requirements in respect of all matters involved in our recruitment process, especially with regard to references and Disclosure Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We ensure parents/carers provide at least two emergency contact numbers (wherever possible) so that we are able to communicate with someone if we need to.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We give due regard to information provided by the Disqualification under the Childcare Act (2006) (amended 2018) - reminding all staff that their responsibilities and associations, in nursery and at home (inc. online), may have an implication for the safeguarding of pupils. At supervision / appraisal meetings all staff must declare they are not disqualified from working with children.

All staff must sign to confirm they have read, at induction, and after any alteration, the following documents;

Keeping Children Safe In Education (2018) - parts 1 and Annex A  
Employee Handbook  
Safeguarding Children Policy  
Behaviour Management Policy



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## Key Commitment 2

'for safeguarding children, by responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (2015.)'

### Method

#### Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.
- When children are suffering from physical, emotional or sexual abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

#### Definitions of abuse

- **Neglect** : 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. This may be:
  - Medical,
  - Emotional,
  - Nutritional,
  - Educational,
  - Physical,
  - Lack of supervision.
- **Emotional Abuse** : The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. To intentionally scare, demean or generally verbally abuse a child is known as active abuse as it requires premeditated intention to harm that child.
- **Passive Emotional Abuse** : is when a parent or carer denies the child the love and care they need to be healthy and happy. This may be more difficult to identify as it stems from the parent's/carer's lack of care, knowledge or understanding about a child's needs.
- **Physical Abuse** : Physical non accidental harm or injury. This would also include female genital mutilation.
- **Sexual Abuse** : forcing or enticing a child or young person to take part in any sexual activity, whether or not the child is aware of what is happening. This may also involve technology such as access to inappropriate images, on-line grooming & 'sexting'
- **Child Sexual Exploitation** : Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

CSE can occur through the use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and /or economic or other resources.

There are 3 important and recognisable elements of child sexual exploitation:

- Children are 'groomed' and there is power and control held by the perpetrator/s
- An 'exchange' (such as gift, food, money, drugs etc.) is present, this could be to a third party and not always to the child themselves.
- Sexual acts or the exchange of sexual images is present.

- **Domestic Abuse** : Domestic violence can have a devastating effect on children's emotional development. It can encompass but is not limited to; psychological, physical, sexual, financial and emotional abuse.
  - Clare's Law (March 2014) is a domestic violence disclosure scheme in which anyone has the right to ask and the right to know about someone's past. Police will accept enquiries and disclose information relating to previous violent offences where and to whom it is appropriate.
- **Prevent Duty / Radicalisation / Fundamental British Values** : The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2017 Early Years Foundation Stage. The Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty).

### Anti-Terrorism Hotline - 0800 789 321

The Statutory guidance is available at

<https://www.gov.uk/government/publications/prevent-duty-guidance>

We also follow the guidelines as set out on the ESCB website

<http://www.escb.co.uk/en-gb/safeguardingtopics/radicalisation.aspx>

- **Female Genital Mutilation (FGM)** is a form of abuse by way of female circumcision, excision or infibulation. It causes long term mental and physical suffering, difficulty giving birth, infertility and even death. It is reportedly practised in African countries and parts of the middle and far east, but is increasingly found in Western Europe and other developed countries amongst immigrant and refugee communities.

The procedure is typically performed on girls between the ages of four and thirteen, but can also be performed on babies and young women before marriage or pregnancy. The procedure is illegal in the UK and the police will work with border agencies and take legal action to prevent a child from travelling if it is suspected they may be taken out of the country for this procedure.

We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police.

- **Forced Marriage** : A forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

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- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability, but the child's welfare is paramount.
- We are aware of other factors that affect children's vulnerability such as:
  - abuse of disabled children;
  - fabricated or induced illness;
  - child abuse linked to beliefs in spirit possession;
  - sexual exploitation of children, such as through internet abuse and FGM; that may affect, or may have affected, children and young people using our provision. Further guidance may be sought from the FGM Government information document or telephone the Government FGM helpline on: 0800 028 3550

- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

### **Children Missing Education**

Although not directly relating to the statutory guidance for Children Missing Education, Plume Avenue Nursery will monitor attendance of children as we recognise that a child missing education is a potential indicator of abuse or neglect. As such parents / carers should always inform the nursery of the reason for any absence. Where contact is not made we will endeavour to ascertain the reason for absence, and if necessary may make a referral to Social Care or Police

### **Allegations against staff**

- We ensure that all parents are aware of our complaints procedure / policy.
- We follow the guidance of the Local Safeguarding Children Board (LSCB) when responding to any complaint where a member of staff or volunteer has abused a child.

**Essex duty LADO (Local Authority Designated Officer) Telephone: 03330 139 797**

- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the LADO to investigate or offer advice.
- We co-operate entirely with any investigation carried out by social care in conjunction with the police.
- Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff member as well as children and families throughout the process.

### **Disciplinary action**

- Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults and also the Disclosure Barring Service.

### **Whistleblowing**

- Please see our whistleblowing policy (1.2.4)

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### **Key Commitment 3**

'promoting awareness of child abuse issues throughout our training and learning programmes for adults. and to empower young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

### **Method**

#### **Training**

- We seek out training opportunities for all staff involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
  - All staff must complete a minimum of the level one online safeguarding course yearly (or more frequently should the course material / legislation change)
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting (see pg 6)

#### **Planning**

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other qualified practitioners.





### **Curriculum**

- We introduce key elements of safeguarding children into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop understanding of why and how to keep safe so that they are able to 'recognise when they are at risk and how to get help when they need it'.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### **Special Educational Needs**

- We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration.
  - Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs.
  - Communication barriers and the difficulties in overcoming them.

### **Disclosures**

- Where a child makes a disclosure to a member of staff, that member of staff:
  - offers reassurance to the child;
  - listens to the child; and
  - gives reassurance that he or she will take action.
- The member of staff does not question the child

### **Recording suspicions of abuse and disclosures**

- Staff make a record of:
  - the child's name;
  - the age of the child;
  - the date and time of the observation or the disclosure;
  - an objective record of the observation or disclosure;
  - the exact words spoken by the child as far as possible;
  - the name of the person to whom the concern was reported, with date and time; and
  - the names of any other person present at the time.
- This information must be recorded on the 'Report of a Concern' form in appendix B
- These records are signed and dated and kept in the child's personal file (for minimum of 25 years)
- All members of staff know the procedures for recording and reporting.

### **Informing parents**

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board (LSCB) does not allow this.
  - This will usually be the case where the parent is the likely abuser.
  - In these cases the investigating officers will inform parents.

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board (LSCB).
- The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of 'keeping children safe' This includes allowing practitioners to share information without consent.

### Support to families

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Safeguarding Children, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Safeguarding Children Plan as set by the social care department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the Local Safeguarding Children Board (LSCB).

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## Appendix A

### Primary legislation

- The Children Act 1989 - sections 17 & 47
- The Protection of Children Act 1999
- Data Protection Act 1998 & giving due regard to GDPR (2018) General Data Protection Regulation
- The Children Act 2004 - section 11
- The Children and Families Act 2014
- Safeguarding Vulnerable Groups Act (2006)
- Disqualification under the Childcare Act (2006) (amended 2018)

### Guidance

- Keeping Children Safe In Education (2018)
- Essex Safeguarding Children Board (ESCB) - [www.escb.co.uk](http://www.escb.co.uk)
  - Local Authority Designated Officer (LADO) - 03330 139 797
  - Family Operations Hub - 0345 603 7627
- What to Do if You are Worried a Child is Being Abused (2015)
- S.E.T - Safeguarding and Child Protection Procedures (January 2018)
- Working Together to Safeguard Children (revised 2018)
- Information Sharing (July 2018)

### Secondary Legislation

- Equality Act 2010, which now incorporates all previous legislation, including (but not specifically)
  - Race Relations Act 1976;
  - Race Relations Amendment Act 2000;
  - Sex Discrimination Act 1986;
  - Special Educational Needs and Disability Act 2001.
- Criminal Justice and Courts Act (2015)
- Human Rights Act (1998)
- Rehabilitation of Offenders Act (2015)
- Sexual Violence & Sexual Harassment Between Children (May 2018)