

Safeguarding Children

“The provider must take necessary steps to safeguard and promote the welfare of children”

Statutory Framework for the EYFS

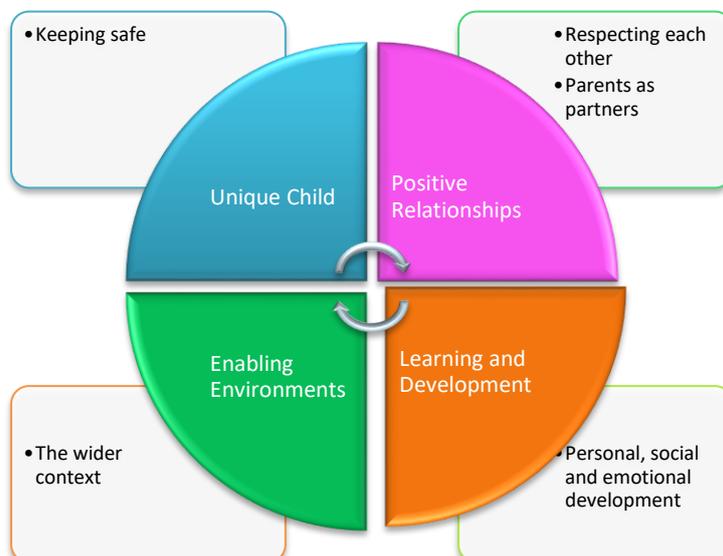
The policy includes information on:



Policy Statement

The children in our care are at the heart of our nursery school where all staff are committed to ensuring that the rich experiences that we provide are in a safe and caring environment, where we support the rights of the children in a stimulating place to learn. In doing so we give them the stepping stone that they need to access the best possible start to life.

Our commitment to the EYFS:





We carry out the following procedures to ensure we are:

- Ⓢ Building an environment with a culture of safety, ensuring the children are protected from abuse and harm in all areas of their daily routine,
- Ⓢ Showing commitment to responding promptly and appropriately to all incidents or concerns and where necessary working with statutory agencies through following the procedures set out in the 'Working together to safeguard children' documentation (2015).
- Ⓢ Fully up-to-date with the relevant safeguarding information through our training and aware of possible indicators of abuse or neglect



Providing a warm, secure and welcoming environment:

- Ⓢ Our organisational structure in the setting includes a Safeguarding Officer and Deputy Safeguarding Officer.
- Ⓢ At a Group level all staff are trained in Child Protection and have accountability for Child Protection across the setting.
- Ⓢ Safeguarding Officers and deputies are formally trained at least every 2 years.
- Ⓢ All staff receive internal training at least yearly on this policy and child protection.
- Ⓢ All staff are made aware of their responsibilities with respect to safeguarding, this is reflected in relevant policies and flow charts.
- Ⓢ Children do not have access to online material.
- Ⓢ We believe our parents need to be fully aware of our safeguarding policy and procedures and therefore provide them with a copy of it on registering at the nursery. This is reviewed regularly and updated when changes occur.
- Ⓢ Staff are provided with a copy of this policy and undergo regular safeguarding inset training. Any changes to this policy and new safeguarding protocols are brought to their attention in staff training sessions, staff meetings and during staff supervisions.
- Ⓢ We provide adequate staffing ratios and resources to meet the needs of the children cared for at the nursery.
- Ⓢ We welcome volunteers and trainee students at the nursery, however they are not left on their own and not included in staff to child ratios.
- Ⓢ The appointment of new staff or volunteers is subject to an 'enhanced disclosure' check with the Disclosure and Barring Service before we can confirm their post.
- Ⓢ We follow the guidelines laid out by OFSTED in respect of references and criminal record checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Ⓢ We have clear procedures for recording the details of visitors to the setting, where they must sign in, wear a visitor's badge and not be left unsupervised at any time.
- Ⓢ 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 and where no visitor is left alone with the children in our care.



Who is the contact at the nursery for further advice or support?

To ensure parents and staff are:

- Ⓢ Up-to-date and provided with safeguarding information
- Ⓢ Or able to raise any concerns or issues you may have with the care of your child or another child

We welcome you to come in, anytime to arrange to speak to our designated safeguarding lead:

Helen Hawes 07983996956

SAFEGUARDING: Children



Responding to suspicions of child abuse

If we have cause for concern that through conversation (direct or indirect disclosure) or through what we have observed (a change in a child's appearance, a change in their mannerisms or the way they engage in play) that a child has been subjected to: physical, emotional or sexual abuse or neglect, the person who has identified the abuse will:

- Ⓢ Use the nursery incident form to record an objective account of the conversation, (if a disclosure) or the observations made.
- Ⓢ The information recorded on the form will detail exactly what the child says and/or the actions that they do which concern us.
- Ⓢ The record will include:
 - Name and date of birth of the child
 - The date and time of the disclosure or observation;
 - The exact words spoken by the child as far as possible;
 - Where the conversation/observations occurred;
 - The name of the person to whom the concern was reported, with date and time; and
 - The names of any witnesses.
- Ⓢ The record will be signed and dated by the person taking the notes and the witness.
- Ⓢ Details of the nursery incident form will be discussed immediately with the nursery manager and the designated safeguarding lead, (if different).
- Ⓢ If no action is required/taken the record will be kept in the safeguarding folder which is kept securely and confidentially.
- Ⓢ If talking to the child we should be comforting and sympathetic, providing assurance to the child that we will take action.
- Ⓢ We should not guide conversation or make any suggestions to the child regarding how the incident may have happened.
- Ⓢ We do not question the child except to clarify what they are saying.
- Ⓢ Comments/questions made by the person supporting the child will be noted. The form will be signed, dated and the time of the incident given for future reference.
- Ⓢ If evidence of abuse is suspected, the details of the nursery incident form are to be referred and discussed immediately with the nursery manager and the safeguarding officer, (if different).
- Ⓢ If we suspect abuse, we will consult the local authority's single point of advice (SPOA) and co-operate fully in any subsequent investigation.

- Ⓢ In some cases, this may mean the police or another agency identified by the Local Safeguarding Children's Board becoming involved.
- Ⓢ Staff who identify a safeguarding concern and report this to a safeguarding officer/manager retain individual responsibility for the reporting/management of a concern. As such staff reporting incidents should be updated by the safeguarding officer/manager on a need to know basis, recognising that confidentiality may limit the information that can be shared.
- Ⓢ Where a member of staff has reported a concern but are unaware that appropriate action has been taken they should consult with their designated safeguarding lead/manager for an update. If the member of staff feels that appropriate action has not been taken they should contact a Company Director to discuss this further.
- Ⓢ If after these steps a member of staff still feels that appropriate action has not been taken then the member of staff should contact the local authority SPOA/LADO, contact details of whom are included in this policy.

Additional examples of abuse are included in Appendix A.
Relevant process flow attached in Appendix B.



Responding to a child that arrives to nursery with an injury

- Ⓢ If a child arrives at nursery with an injury, e.g. bruising, cuts or marks to the skin the staff member greeting the parent/carer and child should ask where they have sustained such injury in a non-intrusive manner.
- Ⓢ Medical attention should be given to the child if required.
- Ⓢ The parent will be asked to fill in the nursery's 'arrivals book.'
- Ⓢ The explanation given for the child's injuries should be accepted and not questioned.
- Ⓢ Once the parent has left the member of staff should review what has been written in the arrivals book to ensure all details have been accurately recorded.
- Ⓢ If details have been omitted from the parents account or you wish to log additional information, an incident form should be filled out and filed in the safeguarding file.
- Ⓢ The arrivals book should merely act as log of injuries that a child has on arrival at the nursery and if it is suspected to be abuse, neglect or a failure to consider the welfare of the child, the procedures for 'responding to suspicions of child abuse' should be followed as stated in the previous section of this policy.
- Ⓢ The arrivals book will be reviewed regularly by the manager to highlight any safeguarding matters and if required will be used to form the basis to a safeguarding issue with the social care team, along with incident forms and any noted observations.



Making a referral to the local authority

- Ⓢ The safeguarding officer will contact the local authority's single point of advice (SPOA)
- Ⓢ If the local authority team is unavailable the Designated Safeguarding Lead will continue contacting the local authority until support is obtained. Contact is to be made at least once in the morning and once in the afternoon.
- Ⓢ Concerns will be followed up in writing by the nursery within 24 hours
- Ⓢ Once acknowledgement has been made, any information requested will be provided for the social care team to form their initial assessment.

- Ⓢ Within 7 days from the referral the nursery Designated Safeguarding Lead may be required to attend and provide information in a strategy discussion meeting involving relevant agencies, e.g. police and social care team
- Ⓢ Strategies will be provided to the nursery to support the child in the nursery.

We are required to share information regarding child protection with all agencies involved in the safeguarding of a child, however all information provided will be kept strictly confidential.



Informing parents

We work closely with parents and where suspicions of abuse are suspected they are our first point of contact. A parent would be contacted and a meeting arranged immediately following the completion and discussion of the nursery incident form.

However, when it is suspected that the parent is likely to be the abuser, the sharing of information concerning the situation is left to the responsibility of the investigating officers, as stipulated by the Local Safeguarding Children's Board.

Whilst investigations are taking place we continue to welcome the child and the family to the nursery and continue to look at ways of supporting them both.



Working with other agencies

- Ⓢ We follow and work alongside the Local Safeguarding Children's Board guidelines.
- Ⓢ We have relevant names and telephone numbers for contacting the local authority so that the process, if it arises, is fluent in the case of an emergency.
- Ⓢ Ofsted are notified of any incident, accident or factor that may affect the wellbeing of the children in our care. This is within 14 days of the event occurring.
- Ⓢ The contact details for the Local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept for staff or parents requiring it.

SAFEGUARDING: Staff



Allegations against staff, including trainees and volunteers

- Ⓢ All parents are aware of how to complain about the behaviour or actions of staff or volunteers within the nursery, which includes allegations of abuse.
- Ⓢ This information is initially provided upon registering at the nursery and then can be found as part of the parent's information provided at the nursery school entrance.
- Ⓢ Initially we record the allegation being made against a member of staff or volunteer through a disclosure by a child or member of staff (*'Allegations against staff' form to be used to record details of the allegation*).

- Ⓢ The complaint is immediately referred to the SPOA or the local authority's designated officer (LADO) for guidance on how to proceed with our enquiries. This should happen no later than 24 hours after an allegation is made.
- Ⓢ We advise the individual privately of the allegation made.
- Ⓢ On advice from LADO we may state that while an allegation is being investigated as a precautionary measure to protect the best interests of them and the child, they will be suspended on full pay.
- Ⓢ The individual will be able to collect personal belongings and then be escorted off the premises.
- Ⓢ Ofsted are immediately informed of such allegations. We are aware that it is an offence not to do this within 14 days.
- Ⓢ We seek advice from Ofsted and the Local authority's SPOA as to what measures should be taken and liaise with them as to what information is required. We do not interview staff/witnesses unless advised to do so by Ofsted and/or our local authority designated officer.
- Ⓢ A senior manager, in conjunction with the Designated Safeguarding Lead will work co-operatively with any investigation carried out by children's social care in conjunction with the police.
- Ⓢ The issue will not be discussed with other staff outside of the investigation process, to respect the rights of the staff member.
- Ⓢ 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's Board.
- Ⓢ Peninsula Business Services will be advised and their advice and legal advice followed to ensure the nursery is fulfilling the required obligations as an employer/placement provider.
- Ⓢ If the allegations have not been made directly to the Proprietors/Directors, they will be informed.
- Ⓢ Following the conclusion of the investigation the staff member will be advised of the outcome.
- Ⓢ Where this is unfounded, the staff member will return to work, with no loss of status or earnings and no stain on their character.
- Ⓢ Where the children's social care services agree with the nursery that there is evidence to suggest abuse a disciplinary meeting will be set up. This will be independent of further proceedings being conducted by outside agencies.
- Ⓢ The advice of Peninsula Business Services will be sort throughout the process to ensure our obligations as an employer are fulfilled and the processes are fair to both parties.
- Ⓢ A referral to the Disclosure and Barring Service (DBS) will be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been removed had they not resigned.

SAFEGUARDING: Radicalisation



PREVENT DUTY: Promoting and Teaching British Values

The Department for Education (DfE) has reinforced the need “to create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” This requirement extends to Early Years Providers.

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). A separate guidance booklet has been

circulated to clarify this, in its current form our general practices support what is required from an Early Years setting in that we follow the EYFS. The prevent duty can be found at the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>



British Values of “Democracy”:

We listen to children’s and parents’ voices. Our behaviour policy is clear in that children are expected to contribute and co-operate, taking into account the views of others.

Examples of “Democracy” in practice: *making decisions together*

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and value and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.



British Values: “The Rule of Law”:

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there can be consequences.

Examples of “Rule of law” in practice: *understanding rules matter as cited in Personal Social and Emotional development*

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.



British Values: “Individual Liberty”:

At nursery, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a nursery we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Examples of “Individual liberty” in practice: *As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World*

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example

through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.



Mutual Respect and Tolerance of those of Different Faiths and Beliefs:

Children are taught 'Respect' through modelling and learning the importance of caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions/words can affect others. We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events.

Examples of "Mutual respect and tolerance" in practice: *treat others as you want to be treated*

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.



What is not acceptable:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.



Required actions when there is concern for extremism:

All staff must be trained on this policy and understand their responsibilities which are:

- To ensure their actions reflect practice as required in this policy.
- Undertake a risk assessment in conjunction with the Designated Safeguarding lead and develop an action plan as required.

- Make management aware if they have any concerns with other team members, 3rd parties involved with the nursery or children.
- The manager should document concerns and consult with the Designated Safeguarding Lead on the issue.
- If there is any issue which is contravening to the values and practices set out in this policy the Channel Officer should be consulted to gain advice on how to proceed. Information from the conversation will also be logged.
- Where required and advised by the Channel Officer, the Local Social Care Team should be informed.
- In any instance where a child is identified as being at risk our normal safeguarding procedures will be followed, as stated in the safeguarding policy.
- In the absence of immediate support from the Local Safeguarding Children Board then the Police should be contacted to report the concern.
- Actions should be followed as determined by the Local Authority and/or Police.



Safeguarding is at the heart of our practice

We provide inset training as part of staff meetings to ensure that staff are up-to-date with safeguarding policies and protocols. Training ensures that everyone understands the different forms of abuse, how to spot the signs and the nurseries procedures to follow if they were required to report and record a suspicion.

We believe children should recognise their role in keeping safe and understanding how they can ask for help. As part of our curriculum planning, the development of the child's 'Personal, Social and Emotional development' is paramount in allowing them to understand how to be safe. Engaging them in age appropriate activities makes them more aware:

- How and why to keep safe
- Health and hygiene
- Self-belief, courage and determination
- Diverse cultures, equality and their rights

USEFUL CONTACT NUMBERS

We provide parents with useful numbers that they may wish to use if they have a safeguarding question, query or concern to make. These are provided below, but can also be found in the parent information section of the nursery. All numbers will be reviewed annually, alongside the policy.



0300 123 1231



0808 800 5000

Social Care Team single point of advice (SPOA)

01323 464222

Emergency out of hours:

01273 335905 01273 335906

LADO East Sussex – Amanda Glover

01323 466606 07825 782793

Prevent Officer (Prevent Duty) – Naomi Watkinson

07788 566585

Policy last reviewed:

28th September 2017

Appendix A

Source Ofsted Document 23 August 2016 ref 160047

Safeguarding action may be needed to protect children and learners 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
- 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.

Appendix B - extract from Safeguarding policy

SAFEGUARDING: Children - Flow Chart

