

## **034** Child protection policy and safeguarding procedures

### **Statement of intent**

Every child deserves the opportunity to learn and develop in an environment that is both safe and secure. Safeguarding is at the heart of everything we do; our policies, procedures and risk assessments are designed to ensure we offer an enabling environment for children, where risks are minimised and well managed, and children are protected from harm and abuse.

This policy applies to all staff, and includes voluntary committee members, students and volunteers working in the setting. It takes into account statutory guidance provided by the Department for Education, Ofsted and local guidance issued by the Derby and Derbyshire Safeguarding Children's Partnership.

### **Our aims of this policy are:**

- to protect children by providing an environment where children feel confident in knowing how to approach adults in the setting if they are in difficulty or wish to complain and children are supported to learn how to keep themselves safe or free from prejudice, including when online;
- to help children to develop a positive sense of themselves, to develop their self-knowledge, self-esteem and increase their confidence in their own abilities;
- to enable children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community;
- to raise awareness with all staff of their personal responsibility to safeguard children;
- to ensure children are safeguarded whilst on the premises and to anticipate and manage risks that they may face in the wider community;
- to support staff in identifying the indicators of abuse so that they are confident to take appropriate action;
- to have a clear, robust and structured child protection procedure which is well understood by all adults in the setting and to pro-actively reduce the risk of harm or actual harm to children in the setting;
- to ensure that the Designated Safeguarding Lead (DSL) fulfils their responsibility regarding any child abuse concerns by following the policy in a timely manner, recording appropriately and supporting other staff with advice and training;
- to support staff in the setting to provide a safe, caring, positive and stimulating environment that promotes the welfare, safeguarding and learning and development of the individual child;
- to know how to take appropriate action if there is a concern about the behaviour of an adult (or older child) in the setting and
- to know where to seek additional advice if there are issues concerning sexual exploitation, child exploitation, radicalisation or extremism and take appropriate action.

### **The legal framework for this work is:**

- Working together to safeguard children 2018
- Safeguarding Vulnerable Groups Act 2006
- The Children Act 1989 and 2004
- The Education Act 2011
- Childcare Act 2006
- The Rehabilitation of Offenders Act 1974
- The Statutory Framework for the EYFS 2017
- Prevent Duty Guidance for England and Wales 2015

## Grindleford and Eyam Playgroup - Policy

This policy complies with Ofsted - Inspecting safeguarding in early years, education and skills setting (2019)

### Documentation

This policy is part of our safeguarding policies and procedures and should be read in conjunction with:

- 023 GEP Acceptable use of recording devices policy
- 024 GEP Social Media policy
- 031 GEP Information sharing policy
- 032 GEP Confidentiality and client access policy
- 035 GEP Dealing with allegations against staff and volunteers procedure
- 036 GEP Whistleblowing procedure
- 037 GEP Non-attendance of children policy
- 038 GEP Non collection of children policy

Appendix 7 lists websites and publications to provide further information.

The Derby and Derbyshire Safeguarding Children Partnership Procedures Manual should also be consulted for the most up-to-date information: <http://derbyshirescbs.proceduresonline.com/>. We recommend the DSL registers for updates from DDSCP.

### Safeguarding and Child Protection

Child protection refers to the processes undertaken to meet statutory obligations.

Safeguarding can be described as the actions taken to protect children from maltreatment

### Working together to Safeguard Children defines safeguarding as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes.

There are four main types of child abuse as defined in 'Working Together to Safeguard Children' (2018): Physical Abuse, Emotional Abuse, Neglect and Sexual Abuse (P.E.N.S.)

There are specific issues that have also become critical issues in safeguarding (highlighted are current key concerns in Derbyshire) and the setting will endeavour to ensure that staff and managers, are familiar with processes to identify and report concerns regarding:

- Bullying, including cyber bullying and prejudiced bullying
- Child criminal exploitation including county lines
- Child sexual abuse
- Child sexual abuse within the family
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures and County Lines (where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas) .
- Domestic Violence
- Drugs

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- Emotional abuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM) & Breast Ironing/binding
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Homelessness
- Honour based violence (so called)
- Neglect
- Mental Health
- Missing children and vulnerable adults
- Peer on peer abuse, such as sexual violence and harassment
- Physical abuse
- Poor parenting, particularly in relation to babies and young children
- Private Fostering
- Preventing Radicalisation and/or extremist behaviour
- Racist, disability and homophobic or transphobic abuse
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- Self-harm
- Substance misuse
- Teenage Relationship abuse
- Trafficking

See Appendix 1 for more information.

Safeguarding also 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 SEND*
- *the use of reasonable force*
- *meeting the needs of children and learners with medical conditions*
- *providing first aid*
- *educational visits*
- *intimate and personal care and emotional well-being*
- *online safety and associated issues*
- *appropriate arrangements to ensure children's and learners' safety and security, taking into account the local context*

***NB - Any risks to the child regarding parents/carers behaviour e.g. misusing drugs or alcohol or a child going missing, being vulnerable to radicalisation or sexual exploitation or knowledge about a private fostering/host family arrangements etc will be shared with the local authority children's social care service.***

## **Methods**

### **Staffing and volunteering**

The registered person (GEP management committee) takes responsibility for ensuring that all members of staff have been checked for their suitability for working with children with the Disclosure and Barring Service (DBS) and have an Enhanced disclosure indicating this.

OFSTED will be informed of any changes to the registered person and will undertake the necessary checks with the DBS for them.

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks 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 Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the pre-school or has access to the children.
- Volunteers and students on placement require an Enhanced disclosure to work in the pre-school. Volunteers and students do not work unsupervised.
- We provide induction training which will cover our safeguarding procedure. New staff members, volunteers and students will be provided with information about safe practice and given a full explanation of their role and responsibilities and the standard of conduct and behaviour expected. They will also be made aware of our procedures relating to disciplinary issues and the whistle blowing policy.
- Children are never left unsupervised with visitors and the identity of all visitors will be checked if children are being cared for at the time of the visit. Visitors must have a valid reason for visiting and sign in when they arrive and leave in the visitors' log.
- We take security steps to ensure that we have control over who comes into the pre-school so that no unauthorised person has unsupervised access to the children.

### **Key Person**

Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk of harm, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.

### **Training**

We ensure that all staff attend child protection training to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals. All staff and members of the Voluntary Management Committee will receive regular updates on safeguarding – at least annually. The DSL will attend Designated Safeguarding Lead/Safeguarding training every two years; and their knowledge and skills will be refreshed annually which will be shared with the staff team.

Staff will be trained to meet our requirements under the Prevent Duty. To challenge negative attitudes and stereotyping. To be alert to harmful behaviours by influential adults in the child's life, such as discriminatory and/or extremism discussions between family and/or staff members. To identify a family who may be vulnerable to radicalisation, and know what to do when they are identified.

### Staff behaviour

- All staff and volunteers must disclose to the setting any change of circumstances where they could be barred from working with children (Childcare Regulations 2006 updated - 31<sup>st</sup> August 2018).
- All staff have a personal responsibility to keep up to date with knowledge and training about safeguarding and know what to do if a concern is raised.
- All staff must be vigilant, alert to potential warning signs and minimise risk.
- All staff must take responsibility for their own behaviour, understand the need for professional boundaries and to avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations and subsequent consequences
- All staff must be alert to any inappropriate behaviour of others and report any concerns to their DSL immediately.
- Staff/committee members must not discuss any issues relating to the setting, children or staff outside of the setting, or act in a way which could be deemed inappropriate or bring the setting into disrepute.

### Disciplinary Action

Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child we must refer the case to the Disclosure and Barring Service for consideration of inclusion on the barred lists. Please refer to 034 GEP Dealing with allegations against staff and volunteers for further information.

### Planning

The layout of the room allows for constant supervision. Where staff are left in sole supervision with a small group of children – e.g. during story, then such activities are held in rooms/areas with visual access through windows or doors, enabling other staff members to monitor and support supervision by being able to see into the rooms/areas.

### Curriculum

We introduce key elements of child protection into our curriculum, so that children can develop understanding of why and how to keep safe.

We create within the pre-school a culture of value and respect for the individual. Any discriminatory behaviours are challenged and help and support is given to children about how to treat others with respect.

We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

A key element of the **Prevent** strategy is the promoting Fundamental British values.

- Mutual respect and tolerance
- Individual liberty
- Democracy
- Rule of law

The EYFS supports early year's providers to do this in an age appropriate way, through ensuring children learn right from wrong, share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Children know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination.

### The Prevent Duty 2015

The Prevent Duty requires providers to 'have due regard to prevent people from being drawn into terrorism'. Staff will be alert to harmful behaviours by influential adults in the child's life. Protecting children from the risk of radicalisation is part of the wider safeguarding duties and any concerns will be followed up via the setting's safeguarding procedures. **See flowchart - appendix 3**

The setting meets the requirements of the Prevent duty by:-

- **Risk assessment** - staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection and report concerns via the safeguarding procedures.
- **Training** - It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. At a minimum, the DSL must undertake a Workshop to Raise Awareness of Prevent (WRAP) and share this knowledge and information with all staff.
- **Online safety** – All staff must be aware of the risks posed by the online activity of extremist and terrorist groups and how to manage access to the internet via phones and games etc.
- **Partnership working** – The Prevent duty builds on existing local partnership arrangements for safeguarding and we also work to build close links with parents to be able to offer support and guidance as they are in a key position to spot signs of radicalisation.

The setting supports children to build resilience to radicalisation by promoting **Fundamental British Values** and enabling them to challenge extremism. Effective practice prevents and tackles the use of derogatory language which is directed towards disabled people or is homophobic, sexist or racist. All incidents of discrimination and racism will be logged. See the Curriculum section for further information.

We are aware that Early Education Funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free Early Years entitlement.

Under the Equality Act 2010 the practice and principles of equality and diversity are effectively promoted in an age appropriate way. Stereotypical behaviours are routinely challenged and differences are respected.

### **Online safety**

More and more pre-school children are using a computer, smart phone or tablet to play games, use apps or watch television. These devices are fun and offer children access to new information and learning opportunities. However, their use also offers risks and challenges to children and those who safeguard them. Effective online safety will enable children to use technology safely, whether at home or within the wider community. It will empower them to use their skills and knowledge to keep themselves safe, without limiting opportunities for exploration.

As part of our curriculum we will ensure the children are equipped to recognise risks; develop critical thinking skills; judge content they may find; have the skills to report anything which makes them uncomfortable or upset; and the resilience to resist inappropriate approaches.

### **Support to families**

- The pre-school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The pre-school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Local Safeguarding Children Board. See our Confidentiality and client access policy for further information.

### **Early help assessment**

We believe that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. The DDSCP threshold guidance will be used for judging the level of support required when there is a concern about a child or their family. The Early Help Assessment is an inter-agency assessment which is formed in partnership with the family. It offers a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The findings from the Early Help Assessment may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however, undertaking an Early Help Assessment is not a pre-requisite for making a referral.

### **Information sharing**

Information sharing is vital in order to provide effective early help and to keep children safe from harm (Munro). This includes sharing relevant information regarding safeguarding issues or concerns with partners, external agencies, other settings and schools that a child may attend. Information will be shared in line with the guidance: 'Information Sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers- 2018' and will be stored safely and in line with the Data Protection Act 2018 and the General Data Protection Requirements 2018.

Concerns regarding the welfare of a child will usually be discussed with the parents, but not if there is a view that this would put a child, a vulnerable adult or the member of staff at risk or if advised not to do so by social care of the police etc.

Detailed, confidential and accurate written records of concerns about a child will be kept securely. **Any concerns regarding confidentiality will never be used as a justification for withholding information when it would be in the child's best interests to share it.**

**If any child with a known child protection plan** has a safeguarding concern raised or is absent without explanation, this will be referred to their Social Worker/Social Care Team with urgency and as soon as possible.

Ofsted registered settings have a statutory responsibility to notify Ofsted of a serious incident or accident.

### **Complaints**

- We ensure that all parents know how to voice their concerns, how to make a complaint via the setting's complaints policy and how the setting will investigate their concerns. A copy of our child protection policy and safeguarding procedures are available to parents in setting or on our website. Our parent folder contains Ofsted's contact details should parents wish to complain directly to Ofsted.
- We follow the guidance of the DDSCP when investigating any complaint that a member of staff or volunteer has abused a child.
- We follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by any other person.
- We allow investigations to be carried out with sensitivity. Staff in the pre-school take care not to influence the outcome either through the way they speak to children or ask questions of children.

## Grindleford and Eyam Playgroup - Policy

This procedure was adopted at a meeting of Grindleford and Eyam Playgroup.

Held on:

Date to be reviewed:

Signed on behalf of the committee:

Name of signatory:

Role of signatory:

All staff, volunteers and committee members will sign to indicate they have read, understood and agreed with the above policy.

**This** policy must be reviewed and updated at least every 12 months (or as a result of a significant safeguarding incident).