

Child Protection and Safeguarding Policy	
DATE OF REVIEW:	
DATE OF NEXT REVIEW: January 2019	
TO BE REVIEWED BY: F&P Committee	

Purpose and Aims

The purpose of **Little Beacons** safeguarding policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those children who attend our setting. The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other elements of provision and policies are in place to enable children to feel safe and adopt safe practices;
- Staff, children, governors, visitors, volunteers and parents are aware of the expected behaviours' and the settings legal responsibilities in relation to the safeguarding and promoting the welfare of all of our children.

Ethos

'Every child deserves the best possible start in life and the support that enable them to fulfil their potential. A secure, safe and happy childhood is important in its own right.' Statutory Framework for the Early Years Foundation Stage (EYFS)

Safeguarding in *Little Beacons* is considered everyone's responsibility and as such our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential. Little Beacons recognises the contribution it can make in ensuring that all children registered or who use our setting feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies in accordance with Working Together to Safeguard Children March 2015 and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Responsibilities and expectations

Little Beacons is a Governor Run Pre-school and the governing body have a legal responsibility to make sure that the setting has an effective safeguarding policy and procedures in place and monitors that the setting complies with them.

The **governing body** should also ensure the following:-

- 1) The safeguarding policy is made available to parents and carers if requested.
- 2) All staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- 3) The setting has procedures for handling allegations of abuse made against members of staff (including the Senior Foundation Stage Practitioners) or volunteers.
- 4) The safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting.
- 5) The Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers “to have due regard to the need to prevent people from being drawn into terrorism” (The Prevent Duty) is implemented, taking into account the Local Safeguarding Children’s Board ‘Prevent’ policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- 6) A Safeguarding Designated Officer (SDO) is appointed who has lead responsibility for dealing with all safeguarding issues in our setting. The **Safeguarding Designated Officer (SDO)** is **Sharon Cooper**. If she is not available then contact the **Deputy Safeguarding Designated officer, Dawn Watkins**. *(This person can also be contacted with any safeguarding concerns).*

The named governor for Safeguarding is **Matt Woodley**

The responsibilities for the Safeguarding Designated Officer (SDO) are:-

- 1) To ensure that all safeguarding issues raised in setting are effectively responded to, recorded and referred to the appropriate agency.
- 2) To be responsible for arranging the whole setting’s safeguarding training for all staff and volunteers who work with the children and young people. The SDO must ensure that the whole settings safeguarding training takes place at least every three years; which they can deliver in-house provided they are linked in to the support and quality assurance process offered by the Local Authority and the Local Safeguarding Children’s Board.
- 3) To attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups or meetings where it concerns a child in our care and to contribute to multi-agency discussions to safeguard and promote the child’s welfare.
- 4) For ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes the on-line Safety Policy which includes Camera & Image Policy, Mobile Phone Policy, Acceptable Use Policy.
- 5) Implementing the Fundamental British Values. (see Appendix 1)

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the Safeguarding Designated Officer.

All Adults, including the SDO, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub), Children and Young Peoples Service (CYPS) – Social Care, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that staff member to formally report the referral to the Setting’s Designated Person in the first instance. Any records made should be kept securely on the Child’s Protection file.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our setting it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety etc. However it must be acknowledged that technology itself will not present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Child Sexual Exploitation is a form of abuse of which involves children (male and female, of different ethnic origins and of different ages) receiving something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) in exchange for sexual activity. It can occur through the use of technology without the child's immediate recognition.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

What to do if you are concerned

If a child makes an disclosure or allegation of abuse against an adult or other child or young person, it is important that you:

Stay calm and listen carefully.

Reassure them that they have done the right thing in telling you.

Do not investigate or ask leading questions.

Let them know that you will need to tell someone else.

Do not promise to keep what they have told you a secret.

Inform your Safeguarding Designated Officer as soon as possible.

Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting safeguarding record log forms.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Safeguarding Designated Officer. Where those concerns relate to the Safeguarding Designated Officer however, this should be reported to the Headteacher using the settings 'Whistle blowing' policy.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our setting. Allegations will usually be that some kind of abuse has taken place. This could include inappropriate behaviour displayed by members of staff or other persons working with the children such as inappropriate sexual comments, excessive one to one attention beyond the requirements their role and responsibilities, inappropriate sharing or images. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

Abuse has actually taken place.

Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different; Children can misinterpret your language or your actions.

Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.

An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the SDO who will advise the Headteacher who will in turn advise the Chair of Governors. In the case of the allegation being made against the SDO this will be brought to the immediate attention of the **Headteacher**. The Headteacher will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. The Headteacher will need to:

Refer to the Local Authority Designated Officer (LADO) immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.

Contact the parents or carers of the child/young person if advised to do so by the LADO.

Consider the rights of the staff member for a fair and equal process of investigation.

Advise Ofsted of allegation within 14 days of the allegation

Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.

Act on any decision made in any strategy meeting.

Advise the Disclosure and Barring Service where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

A copy of “**What to do if you’re worried a child is being abused, Advice for Practitioners**” booklet is kept with this policy. This sets out the guidelines on dealing with incidents, disclosures and the procedures that must be followed.

Training

All members of staff and volunteers will have access to whole setting safeguarding training at least every three years in line with Devon Safeguarding Children’s Board (DSCB). We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children’s welfare to all newly appointed staff and volunteers.

Our Safeguarding Designated Officer will undertake further safeguarding training, Group 3 DSCB Multi-agency Safeguarding course or Group 3 Refresher Courses, in addition to the whole setting training. This will be undertaken at least every three years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the SDO to be able to better undertake their role and support the setting in ensuring our safeguarding arrangements are robust and achieving better outcomes for the children in our setting. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing Body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional awareness training at least every three years. They will also be advised to undertake additional training to support their employers’ role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a annual basis to our Governing Body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include our Safeguarding Policy in our website and will post copies of our policy throughout the setting. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Mobile Phones and Cameras

Little Beacons has policies and procedures in place with regard to the use of mobile phones and cameras in the setting and on visits etc.

Related Setting Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as child health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, setting security, drugs and substance misuse, etc.

There may also be other safeguarding issues that are specific to the local area or population' *Safeguarding Children and Safer Recruitment in Education DfES 2007*

Legislation relating to this policy:

Children Act 1989, 2004
Education Act 1996, 2002 (Section 175)
School Standards and Framework act 1998
Keeping Children Safe in Education 2015
Every Child Matters 2003
Statutory Framework for the Early Years Foundation Stage 2014
Working Together to Safeguard Children 2015
The Counter Terrorism and Security Act 2015

Manuals kept in setting:

What to do if you're worried a child is being abused 2

For further information regarding any child protection procedure, please consult

www.swcpp.org.uk

Useful Contacts:

Devon Safeguarding Childrens Board www.devonsafeguardingchildren.org

South West Child Protection Procedures www.swcpp.org.uk

Devon Early Years and Childcare Service www.devon.gov.uk/eycs

Child Exploitation and Online Protection Agency www.ceop.org.uk

NSPCC Safe (Safe Activities for Everyone) Network www.safenetwork.org.uk

CYPS area contact numbers:

(9am - 5pm Monday to Thursday, 9am – 4pm Friday)

Multi-agency Safeguarding Hub (MASH) 0345 155 1071

email: mashsecure@devon.gcsx.gov.uk

MASH Consultation Line 0345 155 1071 (ask for Consultation Line)

Early Help co-ordination centre 0345 155 1071 (ask for Early Help)

Out of hours for CYPS (Social Care):

5pm -9am and at weekends and public holidays, please contact:
Emergency Duty Service 0845 6000 388 (low-rate call)

Police Central Referral Unit: 0845 605 116

EYCS Consultation Service:

If you have concerns about a child but are unsure whether to make a Social Care referral. The numbers are:

Nikki Phillips – Locality Manager for Exeter, East and Mid Devon	01392 383000
Melissa Filby – Locality Manager for Northern Devon	01392 383000
Susan Bolt - Locality Manager for South West Devon	01392 383000

DSCB

Head of Safeguarding: 01392 386091

DSCB Office: Christina Ashforth 01392 383000

Child Protection Chairs and Local Authority Designated Officers for managing allegations against staff:

Allegations against staff Referral Co-ordinator 01392 384964

Devon’s Domestic Abuse Helpline 0345 155 1074

Multi-Agency Safeguarding Hub – MASH

- Manages contacts and referrals received from any source (usually CYPS and Police 121A reports)
- Develops a document recording the concern information and all other available information in the Hubs within agreed timescales and an Early Years and Families manager makes an informed decision using all of the available information.

- Develops concern information into an Early Years and Families referral if services are required under section 17 or section 47 of The Children Act 1989
- Liaises with the Early Response Service for children and young people who need services but do not meet The Children Act 1989 threshold
- Provides consultation to agency referrers about thresholds, appropriate action to be undertaken and services.

The Hub contributes to improved outcomes for safeguarding children because it has the ability to swiftly collate and share information held by the various agencies and to provide a multi-agency risk assessment of each case for 'actual or likely harm'.

A copy of the MASH (Multi Agency Safeguarding Hub) Factsheet for Parents

available for you to look at **OR** please go to <http://www.devon.gov.uk/mashparentsfactsheet>. pdf for a copy of the MASH Factsheet for Parents”

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Devon Safeguarding Children Board and Local Authority.

Current Safeguarding Issues

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. **Little Beacons** does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Child Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people **Little Beacons** will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are

aware of how not to compromise their position of trust in or outside of the setting and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone, camera or electronic communications with a child at our setting is not acceptable other than for approved setting business. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Genital mutilation/female circumcision

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of **Little Beaconsx** we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*) **Little Beacons** will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant

training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At **Little Beacons** we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

Honour Based Violence

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk form Honour based violence **Little Beacons** will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where **Little Beacons** is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as ***“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”***.

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People’s Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At **Little Beacons** we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at **Little Beacons** to inform the Local Authority via MASH where we are made aware of a child or young person who may be subject to private fostering arrangements

Fundamental British Values in the Early Years

Having checked with the Department for Education (DfE) the statutory requirements for early years providers are now clear. 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 2014 Early Years Foundation Stage.

Separately, 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). The duty is likely to come into effect from July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers’ responsibilities in the light of the Prevent duty.

We have shared these with DfE who agree they are helpful examples.

Democracy: 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 values 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.

Rule of law: 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.

Individual liberty: freedom for all

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: 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.
- Staffs 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.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- 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