

Child Protection Policy

1.2 Child protection

(Including managing allegations of abuse against a member of staff)

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Child Protection Policy

Key commitment 1

The Lime Trees is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staff and volunteers

- Our designated person (a member of staff) who co-ordinates child protection issues is: Gareth Degenhart 07766773723/ 0115 9313562 (24 hrs a day)

- Our designated officer who oversees this work or if you have a concern about the name above is: Helen Dolby 0115 9313562 / 07562 648491

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- We ensure all staff and parents are made aware of our Child Protection Policies and procedures.
 - 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 1974.
 - Candidates are informed of the need to carry out 'Disclosure and Barring' 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. Any disqualification PLEASE SEE EMPLOYEMENT AND STAFFING POLICY
 - We abide by Ofsted requirements in respect of references and Barring and disclosure 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 Vulnerable Groups 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 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.

Key commitment 2

The Lime Trees is committed to 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 Working together to safeguard children (2015) and NSCB procedures.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. We also ensure we respond to situations where children are identified as being vulnerable to radicalisation.
- When children are suffering from physical, sexual or emotional 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.
- We acknowledge significant changes in children's behaviour, deterioration in children's general well-being, unexplained bruising/marks/signs, comments that children make are all possible signs of abuse, and training will be made available to identify all signs(Welfare Requirements Sept 2014). Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Where such evidence is apparent, the child's key person or member of staff makes a dated record of the details of the concern and discusses what to do with the setting Day to Day Manager, this information then will be discussed with who is acting as the 'designated person'. The information is stored on the child's personal file. ALL STAFF ARE TRAINED THAT IF THEY ARE NOT HAPPY WITH THE SUPPORT AND GUIDENCE FROM THE SAFEGUARDING OFFICER THEY CAN REPORT THE SAFEGUARDING CONCERNS TO MASH.
- We refer concerns to the local authority MASH department and co-operate fully in any subsequent investigation.
NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We use the detailed procedures and reporting format contained in The Lime Trees Safeguarding folder for use in our Settings' when making a referral to MASH or other appropriate agencies.
- All staff are aware of the pathway to provision and the social care threshold.
- The Lime Trees and staff may be ask to attend child protection conferences, EHAF meetings.

Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child;
- makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the 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.

These records must be written within 45 minutes of the disclosure. Signed and dated and kept in the child's personal file which is kept securely and confidentially.

Making a referral to the local authority MASH:

Telephone number: 0300 500 80 90- 8:30am until 5pm Monday to Friday.

Telephone number: 0300 456 45 46- Emergency DUTY Team.

Safeguarding concerns can be made to www.nottinghamshire.gov.uk/MASH

- ***THE REFERRAL NEEDS TO BE MADE WITHIN 24HRS***
- The Lime Trees has 'Safeguarding Record folder(this folder is for templates and to fill individual cases)' contains detailed procedures for making a referral to the MASH team, as well as a template form for recording concerns and making a referral.
- If a member of staff has a concern regarding radicalisation they must follow The Lime Trees normal safeguarding procedure. You can also contact your local police force or dial 101.
- We keep a copy of this document and follow the detailed guidelines given.
- All written child protection documents are kept in separate folders and stored in a secure place.
- All members of staff are familiar with The Lime Trees safeguarding folders and how to report safeguarding concerns to MASH.

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 does not allow this.
- There shouldn't be a discussion or agreement not to be sought, if you do so would: Place a child at increased risk or significant harm, interfere with criminal enquiries, raise concerns about the safety of staff members.

When talking to parents:

Do:

- Voice your concerns in a quiet and undramatic manner
- Try and engage the parent in a discussion about the issues
- Listen to what the parents say
- Try and establish a mutual approach to the problems
- Recognise the parents may feel under attack
- Talk Privately
- Respond calmly to any anger or upset.

Do Not:

- Accuse, or imply that the parent has abused the child
- Assume you know more about the child than the parent does
- Be Judgemental

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of the MASH posters kept on all parents notice boards.
- 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 wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

- If a referral is to be made to the local authority MASH department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.
- Effective engagement with parents/the family is important as they are in a key position to spot signs of radicalisation.
- Partnership with schools that The Lime Trees works within to support and enhance their citizenship programmes.
- Work in partnership with the Early Help Unit to seek early intervention support for families who don't meet the criteria as outline in the pathway to provision for children social care involvement.

*Allegations against staff – PLEASE SEE THE FULL POLICY AND PROCEDURE IN **procedures for dealing with Allegations against Staff/Volunteers***

Report any concerns to LADO-01158 041 272 Local area designated person

Senior officer for Dealing with Allegations against a member of staff or volunteer in: Gareth Degenhart 07766773723 (24hrs a day)

The Deputy Officer who oversees or in the absence of Senior Officer or if the allegations is against the name above is: Helen Dolby 01159 313562/07562 648491

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, 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 (department to investigate). We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

- Where the Director and the LADO agree it is appropriate in the circumstances, the DIRECTOR will suspend the member of staff on full pay, or the volunteer, 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 as well as children and families throughout the process.
- If there is an allegation regarding the Director the Deputy Officer- Helen Dolby will work with the LADO and agree the circumstances that will be taken.
- Please refer to the behaviour management policy to fully understand acceptable and unacceptable staff behaviour.

PREVENT DUTY

The Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Fundamental British Values in the Early Years

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.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance.

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.

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

What to do if concern about a child

As explained above, if a member of staff in the Lime Trees has a concern about a particular child they should follow the normal safeguarding procedures, including discussing with the designated safeguarding lead, and where deemed necessary, with MASH.

The Prevent officer you can also contact is Michelle Wardle on 07525 226 877

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

Disciplinary action

- Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

Key commitment 3

The Lime Trees is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We also ensure that are all aware of significant changes in children 'behaviour, deterioration in children wellbeing, comments made which may cause concern, inappropriate behaviour by other member of staff or any person working with the children. (Welfare requirements Sept 2014)
- Designated safeguarding officers and day to day managers to attend training. Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas (Counter – Terrorism and Security Act 2015)

- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- We ensure all staff receive from inductions where all the child protection policies are discussed.
- All The Lime Tree policies/ Procedures are discussed at staff meetings.
- The designated members of staff for safeguarding need to have safeguarding training every two years and their knowledge and skills should be refreshed at least annually.
- All staff and leaders to receive regular updates on safeguarding at least annually
- Online prevent and e safety training to be update annually

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 visible to others.

Curriculum

- We introduce key elements of keeping children safe 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 that they develop an understanding of why and how to keep safe.
- 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 learning and development files include their comments etc.
- Ensuring we are equipping children to stay safe online.
- **To promote fundamental British values:** promoting democracy – everyone has a voice and is listened to; children's learning and development files include their comments etc.
- **Promoting the rule of law** – teaching children right from wrong or including the police in a 'people who help us theme'.
- Teaching mutual respect and tolerance – ensuring children have the right to say 'no' and be respected for their choices; including world religions and festivals in our planning to teach children about the world in which they live; linking children's learning so they understand

they are part of a much wider world; displaying posters and reading books which show world religions and cultures, blended families, disability, equality of opportunity etc as the norm.

- Group teaching that promotes PSED – and provides ‘clear guidance on what is right and what is wrong’.

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.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children’s social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child’s social care worker in relation to the setting's designated role and tasks in supporting that child and their 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 Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Children Act (2004)
- Children Act (2006)

- Protection of Children Act (1999)
- United Nations Convention on the Rights of the child (UNCRC)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Disqualification under the Childcare Act (2006)
- Freedom of Information Act (2000)
- Counter Terrorism & Security Act (2015)
- Inspecting safeguarding in early years, education and skills settings Main changes in the revised version August 2016

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

Further Guidance

- Working Together to Safeguard Children (2015)
- Counter Terrorism and Security Act (2015)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2015)
- Nottinghamshire County Council
 - Pathway to provision
 - Early intervention strategies
 - Nottinghamshire safeguarding children board
 - Multi agency safeguarding hub

This policy was adopted at a meeting of _____ name of setting
Held on _____ (date)
Date to be reviewed _____ (date)
Signed on behalf of the management _____
committee
Name of signatory _____
Role of signatory (e.g. owner) _____