



# Safeguarding and Child Protection Policy

## Designated Officers

Tanya Webber/Lenka Farkasova/Otylia Pawlak/Emma Gordon/Elaine Jones

### Introduction

Windsor Kindergarten recognises that it is our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

### Principles

Our core safeguarding principles are:

- It is the setting's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children who are in our care.
- Representatives of the whole early years setting including children, parents and the team will be involved in contributing to the policy development and review.
- The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
- The setting will ensure that the welfare of children is given paramount consideration when developing and delivering all activities.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All team members have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this policy.
- All children and team members involved in child protection issues will receive appropriate support from the manager of the setting who will follow the procedures set out in this policy (If applicable).

## Aims

Our aims are to:

- To provide team members with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the setting.
- To demonstrate the setting's commitment to safeguarding children.

## Terminology

*Safeguarding* and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

*Child Protection* refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

## Context

- The Children Act 1989 states that the child's welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation.
- This policy seeks to promote effective multi-agency working in the light of the Children Act 2004 and 2006 and Working Together to Safeguard Children 2015.
- The Statutory Framework for the Early Years Foundation Stage 2014 sets out the Safeguarding and Welfare requirements for early years settings.
- We will ensure every team member including temporary, supply cover, volunteers, and students know the name of the Safeguarding and Child Protection designated person.

## **Roles and responsibilities of the Safeguarding and Child Protection designated person**

All early years settings must nominate a senior member of the team as the Safeguarding and Child Protection designated person. The designated person's roles and responsibilities in respect of Safeguarding and Child Protection include:

- Supervision, support and training
- Integrated practice
- Meeting statutory requirements

The Safeguarding and Child Protection designated person will:

### **Supervision, Support and Training**

- Provide support, supervision and advice for any team member, volunteer or student with a safeguarding or child protection concern.
- Provide safeguarding and child protection induction for new team members, students and volunteers.
- Have an understanding of LSCB procedures which are available on LSCB webpages here: [http://www.richmond.gov.uk/home/council\\_government\\_and\\_democracy/council/partnerships/local\\_safeguarding\\_children\\_board/lscb\\_-\\_information\\_for\\_practitioners.htm](http://www.richmond.gov.uk/home/council_government_and_democracy/council/partnerships/local_safeguarding_children_board/lscb_-_information_for_practitioners.htm).
- Ensure own safeguarding training is up to date.
- Follow the Safeguarding and Child Protection needs analysis table, available at: [http://www.richmond.gov.uk/home/education\\_and\\_learning/training/cpd\\_training\\_search/safeguarding\\_wellbeing\\_and\\_behaviour.htm](http://www.richmond.gov.uk/home/education_and_learning/training/cpd_training_search/safeguarding_wellbeing_and_behaviour.htm)
- Ensure all Safeguarding and Child Protection training is cascaded to all of the team.
- Ensure that a record is kept of team members that have completed child protection training.
- Ensure all team members are knowledgeable about 'Prevent Duty' and carry out on-line training.

### **Integrated Practice**

- Liaise with and make referrals to appropriate agencies about children where there are safeguarding or child protection concerns, including the Local Authority Designated Officer (LADO).
- Co-ordinate the development of integrated practice for vulnerable children and families including using the Early Help Assessment Tool, and Team Around the Child (TAC).
- Develop effective links with relevant statutory agencies. For example, Health, Police, GPs, Local Authority.
- Co-ordinate and support the setting when working with a child who has a Child in Need or a Child Protection Plan in place.

## **Meeting Statutory Requirements**

- Ensure that the team are aware and understand our child protection policies and procedures.
- Ensure that policies and procedures relating to Safeguarding and Child Protection are fully implemented by the setting and followed by the team, students and volunteers.
- Embed robust Safeguarding and Child Protection practices across all areas of the provision.
- Co-ordinate the early identification of vulnerable children and families and the involvement of mothers, fathers and carers.
- Liaise with OFSTED about safeguarding concerns.
- Set up and manage clear, accurate and secure record keeping systems.

## **How Our Setting Will Put This Safeguarding and Child Protection Policy Into Practice**

### **Good Practice Guidelines:**

- To meet and maintain our responsibilities towards children, the setting agrees to the following standards of good practice:
- To treat all children with respect.
- To set a good example by conducting ourselves appropriately.
- To ensure that the team are positive role models to children and never engage in rough physical or sexually provocative games.
- To involve children in decision-making which affects them (taking their age and development into account).
- To encourage positive and safe behaviour among children.
- To be a good listener.
- To be alert to changes in a child's behaviour.
- To recognise that challenging behaviour may be an indicator of abuse.
- To read and understand all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical intervention and information-sharing.
- To ask the child's permission before doing anything for them, which is of a physical nature, such as assisting with dressing or administering first aid.
- To maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language.
- To be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- To raise awareness of child protection issues and equip children with the skills they need to keep themselves safe.

- To be aware that poor attendance and/or punctuality could be a safeguarding issue and to monitor this and respond appropriately.

### **Team Training**

Child protection training will be a mandatory part of the induction process. The Safeguarding and Child Protection designated persons will ensure that the team's knowledge, understanding and practice of Safeguarding and Child Protection and Prevent Duty are current and up-to-date. Where gaps are identified support and training will be mandatory.

### **The Early Help Assessment Tool**

This is an early assessment and planning tool to facilitate coordinated multi-agency support.

It enables professionals to efficiently identify the emerging needs of children and young people at risk of poor outcomes; it reduces duplication of assessment and improves involvement between agencies. For more information follow the link below;

<https://www.achievingforchildren.org.uk/early-help-assessment/>

### **Safer Recruitment**

We practice robust safer recruitment procedures in checking the suitability of all who work or come into contact with children in the setting. This includes enhanced DBS checks, health checks, references and following the guidance from the Independent Safeguarding Authority (ISA).

Safer recruitment means that the setting will:

- Have an up-to-date recruitment and selection policy.
- Have an appropriate job description and person specification for the role that is up-to-date.
- Create a suitable candidate information pack including the settings commitment to safeguarding.
- Obtain a completed application form and scrutinise and address any gaps in employment.
- Ensure the candidate provides two referees; at least one must refer to the applicant's suitability to work with children.
- Provide evidence of identity and qualifications.
- Ensure the candidate has an up to date DBS check.
- Be registered with the Disclosure and Barring Service (DBS). Information is available here: <http://www.homeoffice.gov.uk/crime/vetting-barring-scheme/>

- Interview to check the candidate's knowledge and experience against the job description and person specification, which might include a practical activity working with the children.
- Have a probationary period with regular reviews and line management.
- Ensure new members of the team undergo an induction that includes familiarisation with the setting's Safeguarding and Child Protection policy and identification of their own Safeguarding and Child Protection training needs.

Safer recruitment guidance is available from:

<https://www.education.gov.uk/publications/eOrderingDownload/Final%206836-Safeguard.Chd%20bkmk.pdf>

### **Parental Partnership**

Where possible, concerns will be discussed with the parent and/or carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral to the Single Point of Access (SPA) unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent's actions or reactions.

Where we decide not to seek parental permission before making a referral to the SPA team, the decision will be recorded in the child's confidential file with reasons, dated and signed.

Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice should be sought by the Safeguarding and Child Protection designated person from the SPA team, Early Years Consultant (EYC), and the outcome fully recorded.

Parents must notify the setting regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded. We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities for safeguarding children by making clear our statutory duties to safeguard children.

### **Use of Mobile Phones**

Mobile phones have a place in settings, especially those without a landline, and on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe.

To protect children we will:

- Only use mobile phones appropriately, and ensure team members have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.

- Ensure all mobile phone use is open to scrutiny.
- Ensure team members are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure that the team are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

### **Work Mobiles**

To protect children we will ensure that the work mobile:

- Is only used by allocated people
- Is protected with a password or code
- Is clearly labelled
- Is stored securely when not in use
- Is not used in areas such as toilets, changing rooms, nappy changing areas and rest areas
- If used for taking photographs, images are deleted regularly and permission is given by parents and carers is recorded

### **Personal Mobiles**

To protect children we will ensure that personal mobiles:

- Are stored securely in the office
- Are not used to take pictures of the children attending the setting.
- Are individuals responsibility and no liability for loss or damage will be accepted by the setting.
- Belonging to visitors, store securely in the office/kitchen, on entering the setting.
- Will not be used to take photographs, video or audio recordings in our setting without prior explicit consent from the proprietor of the setting.
- Are not used to contact parents or children except in the event of an emergency.
- Belonging to older children have signed consent from their parents giving permission for the child to have a mobile and agreeing that they will stored securely and be switched off or on silent whilst in the setting.

### **Cameras: Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Obtain parent's and carers' consent for photographs to be taken with the Hudl and loaded on to the 'Tapestry' programme the Kindergarten uses for monitoring and observing the children.
- Use only the child's first name with an image.
- Ensure that children are appropriately dressed.
- Ensure the setting's designated camera/Hudl is only used in the setting.
- Ensure that images taken on the setting's camera/Hudl will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- That where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras/Hudl by children are embedded in practice.
- Ensure the use of cameras/Hudl is closely monitored and open to scrutiny.

### **Confidentiality and Sharing Information**

The setting will ensure all team members understand that child protection issues warrant a high level of confidentiality. This is not only out of respect for the child and individual involved but also to ensure that information being released into the public domain does not compromise evidence. The team will only discuss concerns with the designated person or manager. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with **Data Protection Act 1998** principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure



Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

If a database is used to record sensitive information it will be stored on an encrypted memory stick (not the hard drive of a computer) and kept off premises or locked in a robust safe in accordance with the Data Protection Act. Sensitive or personally identifiable information will not be sent via standard email. A secure service (such as USO-FX) must be used. We will register with the Information Commissioners Office (ICO) and follow the guidelines required. We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters, including attendance at case conferences.

### **Recognising inappropriate behaviour displayed by members of the team or any other person working with children**

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them must be a priority at all times. The revised EYFS Safeguarding and Welfare Requirements (2014) now require every setting to ensure that team members can recognise and respond in a timely and appropriate way to inappropriate behaviour displayed by other members of the team, or any other person working with children e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. We will ensure all team members follow the recommended guidelines for Prevent Duty.

### **Intimate and Personal Care**

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy changing should not raise child protection concerns. There are no regulations that indicate that a second member of the team must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that team members do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

### **Establishing a Professional Code of Practice**

All team members will sign and adhere to the setting's code of conduct which outlines the expectations for all of the team with regard to children, parents and carers and interactions including:

- Establishing and maintaining relationships with children and their parents and carers
- Team working
- Personal presentation, attitudes and behaviour

In our setting we adhere to the following code of conduct rules.

**We Do:**

- Treat everyone with respect
- Provide a positive example for others to follow
- Respect a child's right to personal privacy
- Create a comfortable environment in which children and adults feel they can highlight attitudes and behaviours they don't like
- Ensure that the early years setting has a 'Whistle blowing Policy' the practitioners are knowledgeable about
- Remember that your actions may be misinterpreted, no matter how well-intentioned
- Report and challenge abusive adult activities, such as ridicule or bullying
- Share concerns about inappropriate adult behaviour with the designated person

**We Do Not:**

- Play inappropriate physical contact games with children
- Engage in inappropriate verbal banter
- Make suggestive remarks or gestures or tell jokes of a sexual nature
- Rely on your good name to protect you - it may not be enough
- Believe that an allegation could not be made against you - it could
- Give your personal contact details - such as home or mobile phone number, email or home address - to any child, parent or carer that you work with
- Make contact with, or allow contact from children, parents or carers, within social networking sites

Any team member known to be breaking these conditions will be given a formal warning and disciplinary action will follow.

**Whistle Blowing**

Any individual who has reasonable suspicion of malpractice or concerns about a child's welfare should inform the Safeguarding and Child Protection designated person immediately. If they do not feel this is the appropriate person they should approach the Manager, Proprietor, Ofsted, SPA or the LA's Early Years Consultant. It is recognised that for some people this can be a daunting and difficult experience. All reports will be investigated and dealt with in confidence, including only those team members on a 'need to know' basis. Complaints about the Safeguarding and Child Protection designated person/manager should be reported to Single Point of Access (SPA) by telephone on 020 8547 5008, Monday-Friday, 8.00am - 6.00pm OR 020 8770 5000 out of hours.

Whistle blowing at Ofsted Hotline: To contact the hotline call 0300 123 3155 (Monday to Friday from 08.00 to 18.00), email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or write to WBHL, Ofsted, Royal Exchange Buildings, Piccadilly Gate, Manchester M1 2WD.

A charity called 'Public Concern at Work' give free and confidential advice and can help you to decide whether and/or how to raise your concerns at work. You can call Public Concern at Work on 020 7404 6609, email [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk) or visit [www.pcaw.co.uk/law/uklegislation.htm](http://www.pcaw.co.uk/law/uklegislation.htm) for useful information about whistle blowing legislation.

## **Prevent Duty**

Subject to new regulations and a duty under section 26 of the Counter-Terrorism and Security Act 2015, Windsor Kindergarten will have "due regard to the need to prevent people from being drawn into terrorism".

To promote the welfare and protect the children that are in our care we will provide a safe space in which children, young people and adults can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Windsor Kindergarten will keep the children safe and will be alert to any safeguarding and child protection issues in a child's life, whether these come from within their family or are the product of outside influences. We will take action to protect children from harm, being alert of harmful behaviour by other adults in the child's life.

As a setting we assist children in their personal, social and emotional development and understanding of the world, as the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5. We will adapt this in an age appropriate way (for our ASC children), through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. We will build pupils resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

Windsor Kindergarten have an understanding that we are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

We provide a safe environment in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas, based on an understanding and by being aware of the potential risk in the local area. We are aware and make parents aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. We will ensure that the children in our care are safe from terrorist and extremist material when accessing the internet, by establishing appropriate levels of filtering, monitoring and enforcement. The ASC children are never left unattended when using the Kindergarten's equipment, such as the computer/Hudl.

To demonstrate that we are protecting the children and young people in our care from being drawn into terrorism we have robust safeguarding policies in place to identify children at risk, and intervene as and when appropriate. As with managing other safeguarding risks, team members should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Team members are made aware that children at risk of radicalisation may display different signs or seek to hide their views. As in all safeguarding related situations the Windsor Kindergarten team are strongly reminded to take action when they observe behaviour of concern.

If we need to intervene we will consider the level of risk to identify the most appropriate referral, which could include SPA, Prevent co-ordinators or Channel, which is part of the Prevent strategy. The process of Channel is a multi-agency approach to identify and provide support at an early stage to individuals, who are identified as being vulnerable and at risk of being drawn into terrorism.

We ensure that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB) and the Department for Education, 1<sup>st</sup> July 2015. <https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>. We also follow guidance from Working Together to Safeguard Children (2015) and Keeping Children Safe in education.

We know where and how to refer children and young people for further help and have the support of Channel. We know that we can also contact our local SPA team and the police force or dial 101 (the non-emergency number). They can talk to us in confidence about our concerns and help us to gain access to support and advise. We can also contact Department for Education on their dedicated telephone helpline (020 7340 7264), enabling team members and management to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

## **Procedures for responding to specific child protection concerns about a child at risk of significant harm**

### **Children who may be particularly vulnerable**

To ensure that all of children receive equal protection, we will give special consideration and attention to children who are:

- A looked after child
- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Do not have English as a first language Have a parent with enduring or untreated mental health problems

### **Recognising Abuse**

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. The setting will ensure all of the team understand their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the Safeguarding and Child Protection designated person using the four categories of abuse set out below:

#### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

**Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children 2015

**Indicators of Abuse and What You Might See**

It is vital that the team is aware of the range of behavioural indicators of abuse and report any concerns to the Safeguarding and Child Protection designated person. We are aware that it is our responsibility to report concerns, but that it is not our responsibility to investigate or decide whether a child has been abused.

We are aware that this could take a number of forms, for instance;

- A child has an unexplained injury, bruise or mark
- A child has an injury, bruise or mark and the explanation given for how it was caused is not consistent with the injury

- There are significant changes in a child's behaviour
- The child shows signs of significant neglect, including untreated medical conditions
- The child makes comments that give you cause for concern

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding and Child Protection designated person to decide how to proceed. The setting does not need 'absolute proof' that the child is at risk to make a referral.

### **Taking Action**

We will remember the key points for taking action are:

- In an emergency to take the action necessary to help the child, for example, call 999.
- To stop other activity and focus on what we have seen or are being told.
- To understand that responding to suspicion of abuse takes immediate priority.
- Report any concerns we have to the Safeguarding and Child Protection designated person or deputy immediately.
- If the Safeguarding and Child Protection designated person or deputy is not available, ensure the information is shared with the most senior person in the setting that day and ensure action is taken to report the concern if they feel necessary (SPA).
- To ask the parent/carer about what has been observed, so long as it does not put the child at increased risk. We will also ask the child if he/she is old enough, and note what they tell us and how they behave.
- If we decide not to discuss our concerns with the child's parents we will record this and the reason why we made that judgement.
- To take action to obtain urgent medical attention for the child, if required.
- To record what we have heard or seen, what has been said, and what we did. We will use a body map, but will not take photographs.
- To keep the notes taken at the time, without amendments, omissions or addition, whatever subsequent reports may be written (dated and signed on each page).
- To talk to the Single Point of Access team (SPA) on 020 8547 5008 or out of hours the Emergency Duty team on 020 8770 5000 without delay.
- To operate on a need-to-know basis only - do not discuss the issue with colleagues, friends or family.
- To seek support for individual team members if they are distressed.

### **Referral to Children's Social Care**

The Safeguarding and Child Protection designated person will follow the procedures set out by the Local Safeguarding Children Board and the London Child Protection Procedures (see: [http://www.richmond.gov.uk/home/council\\_government\\_and\\_democracy/council/partnerships/local\\_safeguarding\\_children\\_board/lscb\\_-\\_information\\_for\\_practitioners.htm](http://www.richmond.gov.uk/home/council_government_and_democracy/council/partnerships/local_safeguarding_children_board/lscb_-_information_for_practitioners.htm)) if

it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If the Safeguarding and Child Protection designated person has any reason to believe that a child is subject to either physical, emotional, sexual abuse or neglect, he/she will immediately report these concerns to the SPA team on 020 8547 5008 or out of hours the Emergency Duty team on 020 8770 5000 who will refer me to a duty social worker. However, if we are seriously concerned about a child's immediate safety, we will dial 999. The setting will keep records of all decisions or actions agreed in discussion with SPA.

Out of borough social care contacts details can be found here: [http://www.londonscb.gov.uk/contacts/london\\_local\\_safeguarding\\_children\\_boards.html](http://www.londonscb.gov.uk/contacts/london_local_safeguarding_children_boards.html)

### **Recognising and responding to an allegation concerning a member of the team, volunteer, student or other adults in contact with children in the setting**

All team members have a duty to disclose any concerns they have about the conduct of other team members or adults in contact with children. An allegation of child abuse made against a member of the team or other adult in contact with children in the setting may come from a parent, another member of the team or from a child's disclosure.

The setting will:

- Treat the matter seriously.
- Avoid asking leading questions.
- Keep an open mind.
- Make a written record of the information that includes: when the alleged incident took place (time and date), who was present, and what was said to have happened.
- Sign and date the written record.
- Report the matter immediately to the Safeguarding and Child Protection designated person, or another named person, where the designated person is the subject of an allegation.
- Contact Single Point of Access (SPA) for advice and further guidance, who will contact The Local Authority Designated Officer (LADO), and cooperate fully with the process of the SPA team and with any Police investigations (The LADO will offer advice and guidance in relation to members of staff working in Richmond upon Thames regardless where the child lives).
- Follow their disciplinary procedure. Due to the serious nature of the concerns, individuals may be suspended until a full investigation has taken place. The setting will support and treat with respect the member of the team whilst suspended.
- Await the outcome of the investigation before taking further disciplinary action.
- Ensure, if it appears from the results of the investigation that the allegations are justified, that disciplinary action will follow, taking legal advice where necessary.



- Where it seems likely that 'on balance of probabilities' abuse may have taken place, be able in law to dismiss the individual and refer them to the Independent Safeguarding Authority (ISA).
- If the result of the investigation is that it was a false allegation, give the individual appropriate support.
- Inform Ofsted throughout the investigation as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

### **Support for Those Involved in a Child Protection Issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for team members who become involved.

We will support the children, their families and the team by:

- Taking all suspicions and disclosures seriously.
- Responding sympathetically to any request from a member of the team for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of help lines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

### **Links to Legislation**

- Children Act 1989, 2004 and 2006
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Freedom of Information Act 2000
- The Human Rights Act 2000
- Equality Act 2010
- Safeguarding and Vulnerable Groups Act 2006
- Counter-Terrorism and Security Act 2015

### Collection of children by drug or alcohol affected parent/authorised person

If a parent arrives to collect a child and appears to a team member to be under the influence of alcohol or drugs:

- We will inform them of our concerns about the child's safety
- Suggest the emergency contact is asked to collect the child
- We would take this matter very seriously
- If the parent does not allow this to happen, then it becomes a child protection issue and we contact SPA, as per our procedure
- At all times the keyperson and Manager should consider the safety of the team, herself and duty of care to other children in the setting

Working Together to Safeguard Children 2015	<a href="http://www.workingtogetheronline.co.uk">www.workingtogetheronline.co.uk</a> - Interactive version of the Working Together document (contains a link to a PDF version for download)
Richmond Local Safeguarding Children Board	<a href="http://www.richmond.gov.uk/lscb">www.richmond.gov.uk/lscb</a>
The London Safeguarding Children Board - London Child Protection Procedures	<a href="http://www.londonscb.gov.uk/procedures">www.londonscb.gov.uk/procedures</a>
Statutory Framework for the Early Years Foundation Stage 2014	<a href="https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012">https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012</a>
Protecting children from Radicalisation: the Prevent Duty (PDF)	<a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a>
The use of Social Media for online Radicalisation (PDF)	<a href="https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation">https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation</a>
Channel	<a href="https://www.gov.uk/government/publications/channel-guidance">https://www.gov.uk/government/publications/channel-guidance</a>

Disclosure and Barring Service (DBS)	<a href="http://www.homeoffice.gov.uk/disclosure-and-barring">http://www.homeoffice.gov.uk/disclosure-and-barring</a>
Keeping children safe	<a href="http://www.keepingchildrensafe.org.uk">www.keepingchildrensafe.org.uk</a>
Safer recruitment 2015	<a href="https://www.education.gov.uk/publications/eOrderingDownload/Final%206836-Safeguard.Chd%20bkmk.pdf">https://www.education.gov.uk/publications/eOrderingDownload/Final%206836-Safeguard.Chd%20bkmk.pdf</a>
Plymouth serious case review	<a href="http://www.plymouth.gov.uk/serious_case_review_nursery_z.pdf">http://www.plymouth.gov.uk/serious_case_review_nursery_z.pdf</a>
Ofsted	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
Advisory, Conciliation and Arbitration Service (ACAS)	<a href="http://www.acas.org.uk">www.acas.org.uk</a>
Stop it Now! Campaign - sexual abuse	<a href="http://www.stopitnow.org.uk">www.stopitnow.org.uk</a>
Childline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Direct Gov for information relating to legislation	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>
UNICEF	<a href="http://www.unicef.org">www.unicef.org</a>
The Children Act 1989	<a href="http://www.legislation.gov.uk/ukpga/1989/41/contents">www.legislation.gov.uk/ukpga/1989/41/contents</a>
Online Safety: A Toolkit for Early Years Settings	<a href="http://www.plymouth.gov.uk/early_years_toolkit.pdf">www.plymouth.gov.uk/early_years_toolkit.pdf</a>
Ofsted: Mobile phones	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> T search for 110003)

Information Commissions Office (ICO)	<a href="http://www.ico.gov.uk">www.ico.gov.uk</a>
Information sharing guidance 2015	<a href="http://www.richmond.gov.uk/home/council/government_and_democracy/council/partnerships/integrated_working/information_sharing-children_and_young_people.htm">http://www.richmond.gov.uk/home/council/government_and_democracy/council/partnerships/integrated_working/information_sharing-children_and_young_people.htm</a>
The Munro Review of Child Protection 2011	<a href="http://www.education.gov.uk/munroreview/downloads/8875_DfE_Munro_Report_TAGGED.pdf">http://www.education.gov.uk/munroreview/downloads/8875_DfE_Munro_Report_TAGGED.pdf</a>

This policy was adapted by -

The Director, Managers and Team of Windsor Kindergarten

Date -

October 2017

Date to be reviewed -

October 2018

Name of signatory -

Tanya Webber