



Childcare at its best

Safeguarding policy

Greenacres recognises 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.

Contents: Quick reference guide: The Early Years Foundation Stage Safeguarding and Welfare Requirements (2012) state that the provider must take all necessary steps to keep children safe and well, in particular,

Early Years Foundation Stage 2012

(3.4) Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant LSCB.

(3.4) The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

(3.5) A practitioner must be designated to take lead responsibility for safeguarding children in every setting. The lead practitioner is responsible for liaison with local statutory children's services and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required.

(3.5) The lead practitioner must attend a child protection training course (taking account of any advice from the LSCB or local authority on appropriate training courses) that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

(3.6) Providers must train all staff to understand their safeguarding policy and procedures, and ensure that staff have up to date knowledge of safeguarding issues.

(3.4) Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Children's comments which give cause for concern.

- Any reason to suspect neglect outside the setting, for example in the child's home.
- Inappropriate behaviour displayed by other members of staff, or any other person working with the 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.

(3.7) Providers must have regard to the Government's statutory guidance Working Together to Safeguard Children. This is available on:

<https://www.education.gov.uk/publications/eOrderingDownload/Working%20Together%202013.pdf>

(3.7) If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

(3.8) Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of these allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who without reasonable excuse fails to comply with this requirement commits an offence.

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 staff, will be involved in policy development and review.
- 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 staff 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.
- The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
- All children and staff 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 staff 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.

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 2013.
- The Statutory Framework for the Early Years Foundation Stage 2012 sets out the Safeguarding and Welfare requirements for early years settings.
- We will ensure every staff member (including temporary/supply staff/volunteers/ /students) and governing body or committee members know the name of the Safeguarding and Child Protection designated person.

Roles and responsibilities of the Designated Safeguarding and Child Protection person

All early years settings must nominate a senior member of staff as the Designated Safeguarding and Child Protection person (DSP)

The Designated Safeguarding and Child Protection person will:

- Provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern.
- Provide safeguarding and child protection induction for new staff, students and volunteers. Have an understanding of LSCB procedures which are available on LSCB webpage's here: <http://www.richmond.gov.uk/lscb - information for practitioners>
- Ensure their own safeguarding training is up to date and follow the Safeguarding, wellbeing and behaviour training requirements, available at: http://www.richmond.gov.uk/safeguarding_wellbeing_and_behaviour
- Ensure all Safeguarding and Child Protection training is cascaded to the whole staff team.
- Ensure that a record is kept of staff who have completed child protection training.

The deputy designated safeguarding and child protection person(s) will:

- Must also be appropriately trained in line with Richmond upon Thames LSCB expectations and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long term absence of the designated person, the deputy will assume all functions above.

The manager/Director:

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;
- Ensures all staff feel able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and in accordance with the settings whistle blowing policy.
- Ensures that children's safety and welfare is addressed through the curriculum
- A DSP for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection;
- A child protection policy and procedures that are consistent with the LSCB requirements, reviewed annually and made available to parents on request;
- Procedures for dealing with allegations of abuse made against members of staff, including allegations made against the manager;
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance.
- A training strategy that ensures all staff, including the manager, receives child protection or safeguarding children training, with a refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals; and
- Arrangements to ensure that all temporary staff and volunteers are made aware of the settings arrangements for child protection.

Confidentiality and sharing information

The setting will ensure all staff understand that child protection issues warrant a high level of confidentiality. This is not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff 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.

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 Common Assessment Framework (CAF), 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.

Meeting statutory requirements

- Ensure that the child protection policy is updated annually, and that all staff have read and understood this policy.
- Ensure that policies and procedures relating to Safeguarding and Child Protection are fully implemented by the setting and followed by staff, 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.
- Implement additional safeguarding policies and procedures (Appendix)

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.

Common Assessment Framework

We will follow the Common Assessment Framework (CAF) procedure to help us understand what to do if we have concerns about a child and to find out whether the child has additional needs or needs that require a response below specialist intervention (i.e. children's social care).

CAF forms and guidance are available at: http://www.richmond.gov.uk/caf_forms_and_guidance

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 be a good listener.
- To ensure staff are positive role models to children and other members of the team and never engage in rough physical or sexually provocative games.
- To maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language.
- To be alert to changes in a child's behaviour.
- To recognise that challenging behaviour may be an indicator of abuse.
- To raise awareness of child protection issues and equip children with the skills they need to keep themselves safe.
- To involve children in decision-making which affects them (taking into account their age and stage of development).
- 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 read and understand all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical intervention and information-sharing.
- To be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

Recognising inappropriate behaviour displayed by members of staff 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 Statutory Framework for the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements (2012) requires every setting to ensure that staff can recognise and respond in a timely and appropriate way to inappropriate behaviour displayed by other members of staff, 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.

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 staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff 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.

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 or 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; and
- Do not have English as a first language
- Have a parent with enduring or untreated mental health problems

The procedure for responding to specific child protection concerns about a child at risk of significant harm

Taking action:

- In an emergency 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 Designated Safeguarding and Child Protection person or deputy immediately.
- If the Designated Safeguarding and Child Protection 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 to children's social care.
- 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).
- If the Designated Safeguarding and Child Protection 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 **Richmond SPA team on 020 8891 7969** or out of hours the **Emergency Duty team on 020 8744 2442** who will refer 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:

London Borough of Richmond upon Thames: out of hours/weekends contact: **Emergency Duty Team on 020 8744 2442**

- To operate on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- To seek support for staff if they are distressed.

If you have a concern about a colleague

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

All staff have a duty to disclose any concerns they have about the conduct of other staff or adults in contact with children (An allegation of child abuse made against a member of staff (within the work environment or outside of work) or other adult in contact with children in the setting may come from a parent, another member of staff 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 Designated Safeguarding and Child Protection person, or named deputy, 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 the settings disciplinary procedure. Due to the serious nature of the concerns, staff may be suspended until a full investigation has taken place. The setting will support and treat with respect the member of staff 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 Disclosure and Barring Service (DBS).
- 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.
- Additional information can be found at: [http://www.richmond.gov.uk/lscb -
information for practitioners](http://www.richmond.gov.uk/lscb_-_information_for_practitioners)

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 staff who become involved.

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

- Taking all suspicions and disclosures seriously.
- Responding sympathetically to any request from a member of staff 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.

Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Child protection training will be a mandatory part of the induction process. The designated safeguarding person will ensure that the staff's knowledge, understanding and practice of Safeguarding and Child Protection are current and up-to-date. Where gaps are identified support and training will be mandatory. Training is up-dated at least every three years and the DSP will receive training updated at least every two years, including inter-agency procedures. Information on training can be found:

http://www.richmond.gov.uk/safeguarding_wellbeing_and_behaviour and

<http://www.richmond.gov.uk/training>

Safer Recruitment

Greenacres endeavours to ensure that we do our utmost to keep children safe and employ staff by following the guidance in Safeguarding Children and Safer Recruitment in Education and guidance from the Disclosing and Barring Service.

Our safer recruitment procedure means all applicants will:

- Complete an application form;
- Have an appropriate job description and person specification in the role;
- Receive a candidate information pack/handbook including the settings 'written statement of employment' and commitment to the safeguarding and welfare of children;
- Provide two referees, including at least one who can comment on the applicants suitability to work with children;
- Provide evidence of identity and qualifications;
- Complete a Criminal Record Check (CRB) to include the Barred List and register with the Disclosing and Barring Service (DBS) as appropriate to their role; and
- Be interviewed against the personal specification
- Have a probationary period with supervision, regular reviews and line management
- Additional information can be found on: [http://www.richmond.gov.uk/lscb - information for practitioners](http://www.richmond.gov.uk/lscb_-_information_for_practitioners)

Nursery mobiles

To protect children we will ensure that the work mobile:

- Is only used by allocated people.
- Has no camera on it
- Only has numbers stored on it for emergencies such as other branches and managers, not parents personal numbers.
- Is clearly labelled.
- Is stored securely when not in use.

Personal mobiles

To protect children we will ensure that personal mobiles:

- Are stored securely in the staff designated area and will be switched off or on silent whilst staff are on duty.
- Are not used to take pictures of the children attending the setting.
- Are staff's responsibility and no liability for loss or damage will be accepted by the setting.
- Belonging to visitors either turned off or kept away on their person on entering the setting.
- Will not be used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting and parents and carers.
- 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, app or newsletters).
- Ensure the setting's designated camera is only used in the setting and any images taken 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 children are appropriately dressed, and only use the child's first name with an image.
- 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 and are deleted once printed for profiles and displays.
- Ensure 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 by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

Key service contacts:

London Borough of Richmond upon Thames (LBRuT) Single Point of Access (SPA)

Telephone: 020 8891 7969 : Email: spa@richmond.gov.uk

The Royal Borough of Kingston upon Thames (RBK) Single Point of Access (SPA)

Telephone: 020 8770 5000 : Email: SPA@rbk.kingston.gov.uk

Children and Family Consultation Service

Richmond Royal Hospital
Kew Foot Road
Richmond
TW9 2TE
Telephone: 020 8722 5661

Key professional contacts:

Principle Manager

Safeguarding and Family Support

42 York Street
Twickenham
TW1 3BW

Telephone: 020 8891 7961

Child Protection and Planning Manager

42 York Street
Twickenham
TW1 3BW

Telephone: 020 8891 7830

London Borough of Richmond Upon Thames (LBRuT) Local Safeguarding Children Board (LSCB)

LSCB Business Manager
Richmond upon Thames Local Safeguarding and Children Board
Civic Centre, 44 York Street, Twickenham, TW1 3BZ
Telephone: 020 8891 7849

The Royal Borough of Kingston upon Thames (LSCB)

Telephone: 020 8547 6903
Email: lscb@rbk.kingston.gov.uk

Emergency out of hours contacts

For child protection concerns in an emergency, outside of office hours, all day Saturday, Sundays and bank holidays:

Telephone: 020 8744 2442

Establishing a professional code of practice

All setting staff are valued members of the team. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All staff will sign and adhere to the setting's code of conduct which outlines the expectations for all staff with regard to children, parents and carers and interactions within the team. In our setting we adhere to the following code of conduct rules:

All staff should:

- Place the safety and welfare of children above all other consideration
- Treat all members of the setting community, including children, parents, colleagues with consideration and respect;
- Adhere to the principles and procedures contained in safeguarding and child protection policy;
- Treat each child as an individual and make adjustments to meet their individual needs;
- Demonstrate a clear understanding of and commitment to non-discriminatory practice;
- Recognise the power balances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused;
- Understand the setting staff are in a position of trust;
- Be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm;
- Encourage all children to reach their full potential;
- Never condone inappropriate behaviour by children or staff;
- Report and challenge abusive adult activities, such as ridicule or bullying
- Share concerns about inappropriate adult behaviour with the designated person
- Be confident and understand the 'Whistle blowing Policy' (Appendix 2) and procedure;
- Take responsibility for their own continuing professional development;
- Refrain from any action that would bring the setting in disrepute; and
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff 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
- Staff are to sign this policy to say they agree and understand all the terms within it.

Any staff 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, Ofsted, SPA or the local authority'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 staff 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 8891 7969.

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 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:
advice line: whistle@pcaw.org.uk
or website link: <http://www.pcaw.org.uk/contact-us>

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 criminal records checks (DBS), health checks, references and following the guidance from The Disclosure and Barring Service (DBS).

Safer recruitment means that the setting will:

- Have an up-to-date recruitment and selection policy statement and procedure.
- Have an up-to-date policy on the employment of adults under Rehabilitation of Offenders Act (ROA) 1974. Sample can be found on the link below:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239734/DBS_sample_policy_on_the_recruitment_of_ex-offenders_v1_1.pdf
- Have an appropriate job description and person specification for the role that is up-to-date.
- Create a suitable candidate information pack/handbook including the settings 'written statement of employment' and commitment to the safeguarding and welfare of children.
<https://www.gov.uk/employment-contracts-and-conditions/written-statement-of-employment-particulars>
- Obtain a completed application form and scrutinise and address any gaps in employment.

- Check that the candidate has the right to work in the UK.
- 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 a declaration of any family or close relationships to existing employees or employers.
- Provide a chronological order of secondary education, training and qualifications.
- Ensure the candidate has an Enhanced Criminal Records (DBS) check to include the Barred List, and understands that the employer must see the original copy of the CRB prior to starting to validate the security features and ensure it is genuine.
- Be registered with the Disclosure and Barring Service (DBS). Information is available here: <http://www.richmond.gov.uk/lscb - information for practitioners> and <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 staff 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.

Safeguarding Children and Safer recruitment in Education. (This includes early year's settings)

This guidance is available from: <http://www.education.gov.uk>

DBS information is available from: www.gov.uk/db

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 staff understands 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: physical abuse, emotional abuse, sexual abuse and neglect set out below:

Physical abuse

Physical abuse is a form of abuse which 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.

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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

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 over protection 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 (including cyber 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, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- 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 2013

Indicators of abuse and what you might see

It is vital that staff are 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.

Confidentiality and sharing information

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.

We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters, including attendance at case conferences.

Our setting will consider and incorporate the following relevant procedures in their own policy:

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

Guidance and Sources of information

Working Together to Safeguard Children	http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children
Richmond Local Safeguarding Children Board	http://www.richmond.gov.uk/home/council_government_and_democracy/council/partnerships/local_safeguarding_children_board.htm
The London Safeguarding Children Board – London Child Protection Procedures	www.londonscb.gov.uk/procedures
Ofsted	www.ofsted.gov.uk
Statutory Framework for the Early Years Foundation Stage 2012	http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00023-2012
Disclosure and Barring Service	https://www.gov.uk/government/organisations/disclosure-and-barring-service/about
Safer recruitment	http://www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment
Plymouth serious case review	http://www.plymouth.gov.uk/serious_case_review_nursery_z.pdf
Little Stars serious case review- Birmingham	http://www.safecic.co.uk/news/476-scr2713
Keanue Williams serious case review	http://www.lscbbirmingham.org.uk/images/stories/downloads/executive-summaries/Case_25_Final_Overview_Report_02.10.13.pdf
Daniel Pelka serious case review	http://www.coventrylscb.org.uk/files/SCR/FINAL%20Overview%20Report%20%20DP%20130913%20Publication%20version.pdf
The Munro Review of Child Protection 2011	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf
Online Safety: A Toolkit for Early Years Settings	http://www.plymouth.gov.uk/documents-onlinetoolkit.pdf
Stop it Now! Campaign – sexual abuse	www.stopitnow.org.uk
Childline	www.childline.org.uk
NSPCC	www.nspcc.org.uk
UNICEF	www.unicef.org
The Children Act 1989	www.legislation.gov.uk/ukpga/1989/41/contents
Information Commissions Office (ICO)	www.ico.gov.uk
Information sharing guidance	http://www.richmond.gov.uk/home/council_government_and_democracy/council/partnerships/integrated_working/information_sharing-children_and_young_people.htm
Advisory, Conciliation and Arbitration Service (ACAS)	www.acas.org.uk
Direct Gov for information relating to legislation	www.direct.gov.uk

Additional safeguarding and welfare requirement policies and procedures

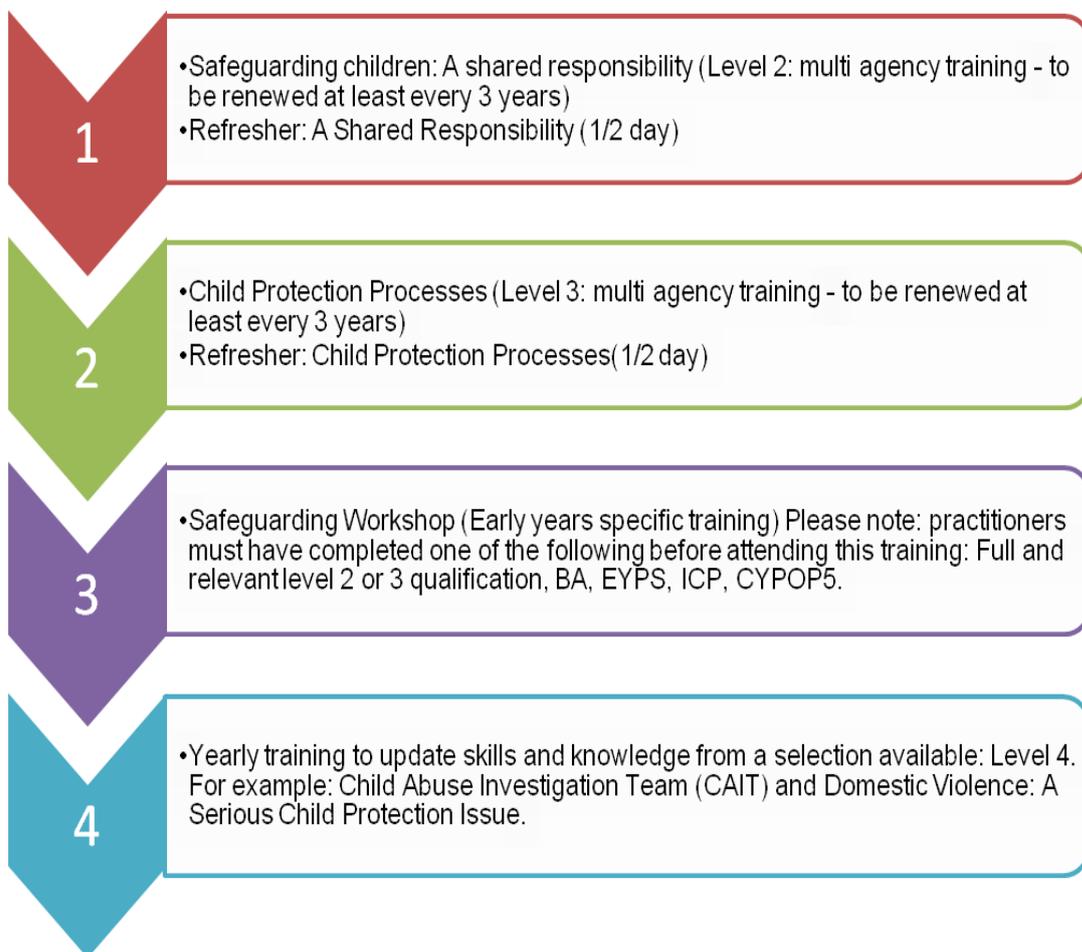
1. Parent partnerships including Complaints, comments and concerns
2. Behaviour management to include when physical intervention is used
3. Equality and diversity including inclusion
4. Confidentiality and information sharing
5. Managing and administering medicines
6. Accident procedure
7. Sick child and exclusion of illness
8. Lost or missing child
9. collection and non collection of children
10. Children's wellbeing including Nappy changing
11. No smoking
12. Emergency and fire evacuation
13. Health and safety
14. Risk assessments

The role and responsibilities of the Designated Person for Safeguarding and Child Protection

- Provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern
- Provide safeguarding induction for new staff, students and volunteers
- Have an understanding of LSCB procedures. Refer to www.richmond.gov.uk/lscb
- 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)
- Ensure that the Child Protection policy is updated annually, and that all staff have read and understood this policy
- Making sure that policies and procedures relating to safeguarding are fully implemented by the setting and followed by staff, students and volunteers
- Embed robust safeguarding and child protection practices across all areas of the provision
- Develop effective links with relevant statutory agencies. For example, Health, Police, GP's, Local Authority
- Co-ordinate the early identification of vulnerable children and families and the involvement of mothers, fathers and carers
- Co-ordinate the development of integrated practice for vulnerable children and families including using the Common Assessment Framework (CAF), and Team Around the Child (TAC)
- Co-ordinate and support the setting when working with a child who has a Child in Need or a Child Protection Plan
- Liaising with OFSTED about safeguarding concerns
- Set up and manage clear, accurate and secure record keeping systems
- Ensure own safeguarding training is up to date

- Read and follow the safeguarding and child protection training needs analysis table, available at: http://www.richmond.gov.uk/safeguarding_wellbeing_and_behaviour
- To ensure all safeguarding and child protection training is cascaded to other staff
- Ensure that a register is kept of staff who have completed child protection training

The Designated Person for Safeguarding and Child Protection should attend:



Safeguarding Processes Flowchart

Practitioner has concerns about child's welfare



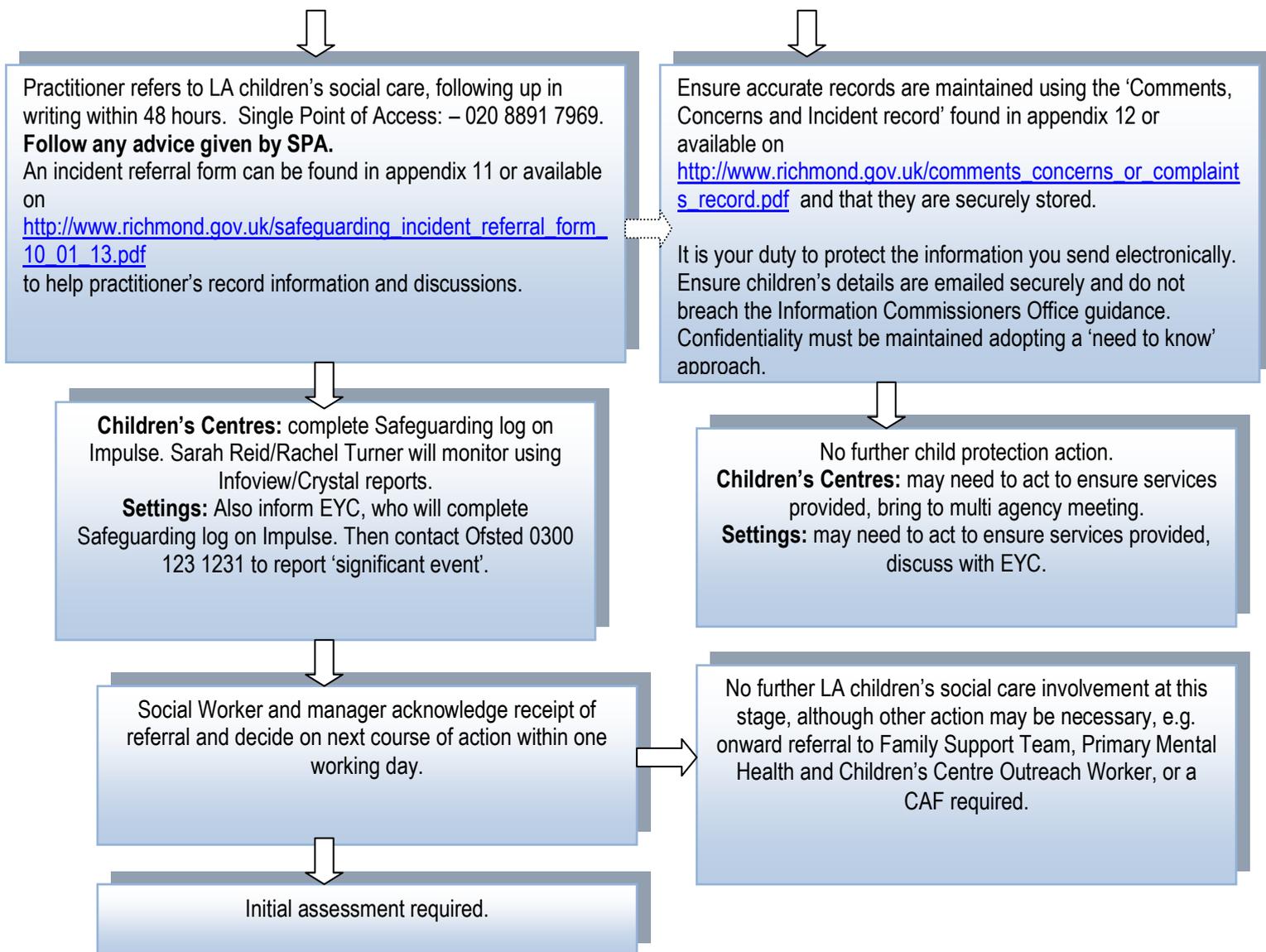
For Children's Centres: Practitioner discusses with manager and/or other senior colleagues.
For Early Years settings: Practitioner discusses with manager and/or the settings Safeguarding and Child Protection Designated Person, and EYC.
If not available report to SPA.

Still has concerns



No longer has concerns





Safeguarding Incident referral form

Safeguarding incident referral form	
Date of incident:	Time of incident:
Staff Name/s	
Full name(s) of child / children involved	Name: _____ Date of birth: _____ Male/ female
	Ethnicity and culture Preferred language of child
Parental responsibility	Name: _____
	Address: _____
	Telephone number: _____
CAF	Has a Common Assessment Framework (CAF) been completed for this child?
	Date and reason for the CAF
Give details of incident:	Things to consider: When the child was first admitted to the setting?

	<p>Is the child currently or previously know to be a subject to a child protection plan or currently or previously know to be a child looked after by the local authority?</p> <p>Does the child have any disability or special educational need?</p> <p>Please provide a description of any incidents or conversations and dates they have occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.</p>	
Immediate actions		
	How	Details
When and how were parents informed?	<ol style="list-style-type: none"> 1. Verbally on the day at normal collection time 2. By phone at the time of incident 3. Confirmation in writing within 3 days <p>Other</p>	
Which other agencies were informed?		
<p>Ofsted Date: Name: Contact Number: Details of advice given:</p> <p>Date followed up in writing:</p>		
<p>Single Point of Access (SPA)/ Initial Response Team (IRT) Date: Name: Contact Number: Details of advice given:</p> <p>Date followed up in writing:</p>		
<p>Early Years and Childcare Team Date: Name: Contact Number: Details of advice given:</p>		

Date followed up in writing:	
Police Name: Contact Number: Details of advice given:	Date:
Date followed up in writing:	
Other (e.g. NSPCC) Name: Contact Number: Details of advice given:	Date:
Date followed up in writing:	
How it was dealt with? Please tick all that apply	<ol style="list-style-type: none"> 1. Internal Assessment (e.g. reviewed risk assessment, or staff deployment resulting from incident) 2. Investigation by Ofsted 3. Investigation by other agencies (please give details)
Give details and attach any reports or correspondence that are relevant:	NB: any follow up conversations, phone calls, correspondence, emails etc must include date, time, name of contact and be securely attached to original form.
Action and Outcomes: Please tick all that apply	<ol style="list-style-type: none"> 1. Internal actions 2. Actions agreed with Ofsted 3. Changes to conditions of registration 4. Other action taken by Ofsted 5. No action 6. Actions imposed or agreed with other agencies including Early Years and Childcare Team
Please give details:	

Has a copy of this record been shared with parents?	YES	NO
Name of recorder:		
Position:		
Signature:		
Date record completed:		
Outcome notified to parents (Within 28 days) Date	YES	

Comments, Concerns or Complaints Record

Comments, Concerns or Complaints Record		
Date:		
Source of complaint	Parent (in writing) Parent (in person) Parent (phone call)	Other CM Assistant Ofsted Other
Nature of Complaint (please tick what complaint relates to)		
Welfare Requirements:		
Safeguarding and promoting children's welfare	Child Protection -Safeguarding Premises and security Outings Equality of opportunity Illness- sick child Medication Food and drink Accidents or injury Behaviour management	
Suitable people	Safe recruitment Key worker - behaviours- Alcohol/other substances Staff – child ratios	
Suitable premises	Risk assessment Premises – security - Smoking	
Organisation	Inclusiveness Equality of opportunity Appropriate play and learning experiences	
Documentation	Information and records Policies and procedures	
Learning and Development requirements	Prime: Personal social and emotional development Communication and language Physical development Specific: Understanding of the world Literacy Mathematics Expressive arts and design	

