



CHILD PROTECTION POLICY

1.2 CHILD PROTECTION

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

POLICY STATEMENT

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

PROCEDURES

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

Key commitment 1

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

STAFF AND VOLUNTEERS

- Our designated person (a member of staff) who co-ordinates child protection issues is: **Luke and Scott (24 hrs a day)**
- Our designated officer who oversees this work or if you have a concern about the name above is:
- In the event of either the Designated person or the Designated officer who oversees the work is not available then the reporting person will be the designated safeguarding person
- We ensure all staff and parents are made aware of our Child Protection Policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'Disclosure and Barring' checks before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information. Any disqualification **PLEASE SEE EMPLOYMENT AND STAFFING POLICY.**
- We do follow Ofsted guidance in respect of references and Barring and disclosure checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works for NLS or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key commitment 2

NLS are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in Working together to safeguard children (2015) and NSCB procedures.

RESPONDING TO SUSPICIONS OF ABUSE & SAFEGUARDING CONCERNS ABOUT A CHILD

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. We also ensure we respond to situations where children are identified as being vulnerable to radicalisation and FGM (Female Genital Mutilation). We also that children with additional needs are more vulnerable to abuse.



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

RECORDING SUSPICIONS OF ABUSE AND DISCLOSURES

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

- Listens to the child, offers reassurance and gives assurance that she or he will take action;
- Does not question the child;
- Makes a written record that forms an objective record of the observation or disclosure that includes:
 - The date and time of the observation, incident or the disclosure;
 - The date and time of the report;
 - The name and role of the person to whom the concern was originally reported and their contact details;
 - The name and the role of the person making the report and their contact details;
 - The names of all parties that were involved in the incident, including any witnesses to an event;
 - The names of any person present at time of observation, incident or disclosure;
 - The exact words spoken by the child as far as possible;
 - What was said and done and by whom;
 - Any action taken to look into the matter;
 - Any further action to be taken;
 - The reasons why a referral was not made (if relevant);
 - Signature of person making the report;

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

RETENTION PERIOD FOR CHILD PROTECTION RECORDS

All child protection files and records are passed on to school or setting of which the child is attending. The child protection records are kept until the children are 25. When the retention period finishes all confidential records are shredded and any electronic versions are purged.



Suspicions and Disclosures of FGM must be reported to police. Please refer to FGM policy

Making a referral to the local authority MASH:

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

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

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

THE REFERRAL NEEDS TO BE MADE WITHIN 24HRS

- NLS has a 'Safeguarding Record folder(this folder is for templates and to fill individual cases)' contains detailed procedures for making a referral to the MASH team, as well as a template form for recording concerns and making a referral.
- If a member of staff has a concern regarding radicalisation of FGM they must follow NLS normal safeguarding procedure. You can also contact your local police force or dial 101.
- We keep a copy of this document and follow the detailed guidelines given.
- A child protection file is started as soon as we become aware of any concerns.
- All written child protection documents are kept in individual files.
- All child protection documents are stored securely separately from the child's general record.
- The child's general record is marked to indicate that they have a separate child protection file.
- All members of staff are familiar with NLS safeguarding folders and how to report safeguarding concerns to MASH.

INFORMING PARENTS

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- There shouldn't be a discussion or agreement not to be sought, if you do so would: Place a child at increased risk or significant harm, interfere with criminal enquiries, raise concerns about the safety of staff members.

WHEN TALKING TO PARENTS

Do:

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

Do Not:

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

LIAISON WITH OTHER AGENCIES

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of the MASH posters kept on all parents notice boards.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.
- Effective engagement with parents/the family is important as they are in a key position to spot signs of radicalisation.
- Partnership with schools that NLS works within to support and enhance their citizenship programmes.
- Work in partnership with the Early Help Unit to seek early intervention support for families who don't meet the criteria as outline in the pathway to provision for children social care involvement.



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

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

Senior officer for Dealing with Allegations against a member of staff or volunteer is Scott and Luke (24hrs a day)

The Deputy Officer who oversees or in the absence of Senior Officer or if the allegations is against the name above is:

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the LADO (department to investigate).
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the Director and the LADO agree it is appropriate in the circumstances, the DIRECTOR will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- If there is an allegation regarding the Director the Deputy Officer- Scott Hardy will work with the LADO and agree the circumstances that will be taken.
- Please refer to the behaviour management policy to fully understand acceptable and unacceptable staff behaviour.

ONLINE SAFETY

Online safety is recognised as part of the settings safeguarding responsibilities. The designated safeguarding lead is responsible for online safety concerns.

- Online safety concerns are reported to the Designated safeguarding lead (DSL) Luke and Scott
- Please follow the recording procedure set out in the child protection policy.

PREVENT DUTY

The Prevent strategy has three specific strategic objectives:

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

FUNDAMENTAL BRITISH VALUES

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded. Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). The duty is likely to come into effect from July 2015.

Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers' responsibilities in the light of the Prevent duty. To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance.



DEMOCRACY: MAKING DECISIONS TOGETHER

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

INDIVIDUAL LIBERTY: FREEDOM FOR ALL

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

MUTUAL RESPECT AND TOLERANCE: TREAT OTHERS AS YOU WANT TO BE TREATED

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

Managers and leaders should create an ethos of exclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.



WHAT IS NOT ACCEPTABLE

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregate girls and boys
- Isolating children from their wider community
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

WHAT TO DO IF YOU'RE CONCERNED ABOUT A CHILD

As explained above, if a member of staff at NLS has a concern about a particular child they should follow the normal safeguarding procedures, including discussing with the designated safeguarding lead, and where deemed necessary, with MASH. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

DISCIPLINARY ACTION

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

Key commitment 3

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

TRAINING

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect outside the setting for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation, and that they are aware of the local authority guidelines for making referrals.
- We also ensure that all are aware of significant changes in children 'behaviour, deterioration in children well being, comments made which may cause concern, inappropriate behaviour by other member of staff or any person working with the children.
- Designated safeguarding officers and Managers to attend training. Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas (Counter – Terrorism and Security Act 2015)
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- We ensure all staff receive from inductions where all the child protection policies are discussed.
- All NLS policies/Procedures are discussed at staff meetings.
- The designated members of staff for safeguarding need to have safeguarding training every two years and their knowledge and skills should be refreshed at least annually.
- All staff and leaders to receive regular updates on safeguarding at least annually
- Online prevent and e safety training to be update annually
- Staff have an understanding of why FGM (Female genital mutilation) happens and the effects FGM can cause devastating health consequences for girls and women. Please refer to our FGM policy. Designated Safeguarding officers attend annual 'What's New in Safeguarding' training through NSCB (Nottinghamshire Safeguarding Children's Board) and disseminate information to staff at team meetings
- NLS has regard to the government's statutory guidance 'Working Together to Safeguard Children 2018 and the 'Prevent duty guidance for England and Wales 2015'



CURRICULUM

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children learning and development files include their comments etc.
- Ensuring we are equipping children to stay safe online.
- To promote fundamental British values: promoting democracy – everyone has a voice and is listened to; children's learning and development files include their comments etc.
- Promoting the rule of law – teaching children right from wrong or including the police in a 'people who help us theme'.
- Teaching mutual respect and tolerance – ensuring children have the right to say 'no' and be respected for their choices; including world religions and festivals in our planning to teach children about the world in which they live; linking children's learning so they understand they are part of a much wider world; displaying posters and reading books which show world religions and cultures, blended families, disability, equality of opportunity etc as the norm.
- Group teaching that promotes PSED – and provides 'clear guidance on what is right and what is wrong'.

CONFIDENTIALITY

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

SUPPORT TO FAMILIES

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

LEGAL FRAMEWORK

PRIMARY LEGISLATION

- Children Act (1989 s47)
- Children Act (2004)
- Children Act (2006)
- Protection of Children Act (1999)
- United Nations Covention on the Rights of the child (UNCRC)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Disqualification under the Childcare Act (2006)
- Freedom of Information Act (2000)
- Counter Terrorism & Security Act (2015)
- Inspecting safeguarding in early years, education and skills settings Main changes in the revised version August 2016
- Keeping children safe in education (2018)
- Safeguarding children in the early years



SECONDARY LEGISLATION

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

FURTHER GUIDANCE

- Working Together to Safeguard Children (2018)
- Prevent Duty guidance for England and Wales (2015)
- Counter Terrorism and Security Act (2015)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2015)
- Nottinghamshire County Council
 - Pathway to provision
 - Early intervention strategies
- Nottinghamshire safeguarding children board
 - Multi agency safeguarding hub

NSPCC 0800 028 3550

www.nhs.uk/fgm

Additional information and support for online safety.

- Childnet: For a range of educational materials and resources for use with children, parents and teachers, including '**Social networking: a guide for teachers and professionals**' and '**Keeping young children safe online**'
- **DfE Data Protection Toolkit for Schools**: For information on what schools need to do in order to comply with data protection regulations
- **Information Commissioners Office (ICO)**: For information around data protection and GDPR
- Internet Matters: For a range of materials for parents and teachers, including for **pre-school** and **0-5**
- NCA-CEOP: Education resources for use with children, parents and professionals and advice on safeguarding children from sexual abuse, including www.thinkuknow.co.uk and the **CEOP Safety Centre**
- **NSPCC online safety**
- **Parent Zone**: For a range of education materials and resources for use with children, parents and teachers
- **Parent Info**
- **UK Safer Internet Centre**: For a range of education materials and resources for use with children, parents and **teachers**, UK SIC helpline for professionals who are working with children and young people

Acceptable Use and Policy templates:

- www.kelsi.org.uk/child-protection-and-safeguarding/e-safety
- <https://swgfl.org.uk/products-services/online-safety/resources/online-safety-policy-templates/safepolicies.lgfl.net>