

Safeguarding Policy

Statement of intent

It is our intention to provide an environment in which children, parents and the community are safe from abuse and in which any suspicion of abuse is handled promptly and appropriately.

Aim

Our aims are to:

- Promote children`s rights to be strong, resilient and listened to, by creating an environment that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home backgrounds.
- Help children to establish and sustain satisfying relationships within their families, with peers and with other adults.
- Promote children`s rights to be strong, resilient and listened to by enabling children to have the self- confidence and the vocabulary to resist inappropriate approaches;
- Work with parents to build their understanding of and commitment to the welfare and principles of safeguarding all of our children.

Liaison with other bodies:

- We work within the Hertfordshire Safeguarding Children Board guidelines.
- We have a copy of `What to do if you are worried a child is being abused` for parents and staff, all staff are familiar with what to do if they have concerns.
- We have procedures in place for contacting the local authority on child safeguarding issues.
- We notify Ofsted of any serious incident or accident and any changes in our arrangements which may affect the well-being of the children.

If a referral is to be made to Hertfordshire Social Services Department, we act within the Hertfordshire Safeguarding Children Board guidance in deciding whether we must inform the child`s parents at the same time.

Commitment 1

Leaside Kindergarten is committed to building a `culture of safety` in which children are protected from abuse and harm in all areas of our sessions. Leaside Kindergarten understands that `Early Years` providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage (EYFS) 2015.

Staffing and Volunteering

- Our designated persons, who co-ordinates child safeguarding issues are the Manager, Deputy Manager and Chairperson.
- We provide adequate and appropriate staffing ratios to meet the needs of the children.

- Applicants for posts within Leaside Kindergarten are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out `enhanced disclosure` checks with The Disclosure and Barring System before posts can be confirmed.
- We interview all staff prior to appointments, asking for at least two references and following up such references.
- We ensure that all adults in the setting are adequately trained in the recognition of symptoms of physical, neglect, emotional and sexual abuse.
- Where candidates are rejected because of information that has been disclosed, applicants have the right to know and challenge incorrect information.
- We ensure that children are under constant supervision at Leaside Kindergarten.
- We abide by Ofsted requirements in respect of references and barring and disclosure, checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to children.
- Volunteers do not work unattended.
- We abide by the protect part of the Children`s Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise lead to dismissal for reasons of child safeguarding concerns.
- We have procedures for recording the visitors in our setting.
- The Kindergarten has a mobile phone on a Pay As You Go basis which does not have a camera, it is just a telephone.
- The Kindergarten`s mobile phone will be available whilst children are in the garden or out on Kindergarten trips.
- We take security steps to ensure that we have control over who comes into our setting, so that no unauthorised person has unsupervised access to the children.
- We ensure that our E-Safety Policy is adhered too and use of mobile phones in the children`s areas on the setting`s premises by parents, visitors or staff will be challenged.

Commitment 2

Leaside Kindergarten are committed to responding promptly and appropriately in all incidents or concerns of abuse that may occur, and to work with statutory agencies in accordance with the procedures in `Working together to safeguard children 2013`.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms. Physical, emotional, neglect as well as sexual.
- 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 appearance, their behaviour, or play.
- Where such evidence is apparent, the child`s key worker makes a dated record in the Incident book of the details of the concern and discusses what to do with the child safeguarding designated person.
- Care is taken not to influence the outcome either through the way they speak to the children or by asking questions.

Parents will be the first point of reference, although suspicions will also be referred as appropriate to the local safeguarding board. All such investigations will be kept confidential.

Commitment 3

Leaside Kindergarten is committed to promoting awareness of child abuse issues throughout its staff training. It is also committed to empowering young children, through EYFS 2015 to promote their right to be strong, resilient and listened to.

Training

- We seek training opportunities to all adults involved with the setting to ensure that they are able to recognise the signs and symptoms of possible physical, emotional, neglect and sexual abuse.

We ensure all staff are aware of the procedures for reporting and reporting concerns in our setting.

Planning

The layout of the activity rooms allows for constant supervision. We avoid children being left alone with staff in a one to one situation without being visible or informing others.

Curriculum

We create within our setting a culture of value and respect for individuals. We introduce key elements of safeguarding into our plans to promote the personal, social and emotional development of all children, so that they may grow to be `strong, resilient and listened to`. We ensure that this is done in a way to meet each child`s stage of development.

Disclosures

What should a member of staff do if a child discloses information?

- Offer reassurance to the child;
- Listen to the child.
- Give reassurance that he or she will take action.

The member of staff does not ask questions or make promises.

Recording suspicions of abuse or disclosures

A record of the following details must be completed:

- The child`s name.
- The child`s address.
- The age of the child.
- The date and time of the observation or the disclosure.
- An objective record of the observation or disclosure.
- The child`s exact spoken words.
- The name of the person whom the concern was reported, with date and time.
- The names of anyone else present at the time.

These records are kept in the incident book within the safeguarding file.

Informing the 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 guidance of the `Hertfordshire Safeguarding Children Board` does not allow this. In such cases Leaside Kindergarten will maintain ongoing contact with the authority, facilitating appropriate action in an emergency.

This will usually be the case where the parent is the alleged abuser. In this case the outside investigating agency will inform the parents.

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 for families

- Leaside Kindergarten believes 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 safeguarding children, such as reporting concerns, providing information, monitoring of the child, and liaising at all times with the `Local Safeguarding Children Board`
- Leaside Kindergarten continues to welcome the child and family whilst investigations are being made in relation to any alleged abuse.
- We will follow the `Local Safeguarding Children Board` guidance in relation to our roles and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child`s parent`s or those who have parental responsibility for the child in accordance with the guidelines and only if appropriate under the `Hertfordshire Safeguarding Children Board`.

Ofsted requires all Early Years settings to promote a intolerance to the practice of FGM (Female Genital Mutilation). As such, staff have an understanding and awareness of this practice. Staff realise it is a cultural belief and is child abuse and is not advocated by Leaside Kindergarten.

Staff understands it is an illegal practice and following Safeguarding procedures, will raise any concerns or comments made by our children or parents with the relevant authorities.

Ofsted requires all Early Years setting to promote “Fundamental British Values” and to comply with the Counter Terrorism and Security Act (the Prevent Duty).

Leaside Under Fives Kindergarten comply with the Department of Education statutory requirements for Early year`s providers. The fundamental British values are democracy, rule

of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs which we have already embedded as part of the Early Years Foundation Stage 2015.

We are also required to comply with the Counter Terrorism and Security Act “to have a 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>

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, e.g. when they do or do not need help. When appropriate demonstrate democracy in action e.g. 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 include 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 the Personal Social and Emotional development:

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and other’s 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 e.g. 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 and self-awareness and people and 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, e.g. 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 to understand we are

free to have different opinions, e.g. in 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 and communities, managing feelings and behaviour and making relationships as cited in the Personal Social and Emotional development and Understanding the World

- Managers and leaders should create an ethos of inclusivity and tolerance where views faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures, know about similarities and differences between themselves and others and among families, faiths communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviour such as sharing and respecting others opinions.
- Staff should promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable is

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate boys and girls.
- 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 of those with different faiths and beliefs.

The legal framework of this policy is:

Primary legislation

EYFS Framework 2015

Children and Families Act 2014

Safeguarding Policy

Page 6

5 May 2016

The Children Act 1989-s47-s27
The Protection of Children Act 1999
Data Protection Act 1998 & 2003
The Children Act 2004-2007
Secondary Legislation
Sexual offences Act 2003
Criminal Justice Act 2000
Human Rights Act 1989
Race Relations Act 1976 - amended 2000

This policy was adopted at a meeting of

Leaside Under Fives Kindergarten

Held on

5 May 2016

Signed on behalf of the Kindergarten

Role of signatory (e.g. chairperson etc.)
