**Safeguarding Policy**

We aim to provide an environment in which children will feel safe, secure and cared for.

The purpose of this policy is to provide the staff and parents of Ladybird Montessori Nursery with guidelines and support on the subject of child abuse and how they can act to assist in the protection of children and young people in the setting.

All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.

**The legal framework for this policy is based on:**

* + - * + The Department for Education’s (DfE) statutory guidance for schools and colleges, ‘Keeping children safe in education’, (*a)* which sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children. The statutory guidance ‘Working together to safeguard children’,*(b)* which applies to organisations and professionals who provide services to children. ‘Prevent duty guidance for England and Wales *(c)* : guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism’, HM Government, 2015, including specific guidance with respect to further education. The DfE has provided additional guidance for schools and childcare providers ‘The Prevent duty: for schools and childcare providers.Additional guidance on Prevent for further education and skills providers is available on the Education and Training Foundation’s website.

*(a)* ‘Keeping children safe in education’, Department for Education, 2022; [www.gov.uk/government/publications/keeping-children-safe-in-education--2. 8](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

*(b)* ‘Working together to safeguard children’, Department for Education, 2018; [www.gov.uk/government/publications/working-together-to-safeguard-children--2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf). *(c)* ‘Prevent duty guidance’, Home Office, 2021; [www.gov.uk/government/publications/prevent-duty](https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales) guidance. ‘The prevent duty: for schools and childcare providers’, Department for Education, 2021; www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty. www.preventforfeandtraining.org.uk. [www.legislation.gov.uk/uksi/2014/3283/contents/made](http://www.legislation.gov.uk/uksi/2014/3283/contents/made).

**Definition of Safeguarding**

In relation to children and young people, safeguarding and promoting their welfare is defined in ‘Working together to safeguard children’ as:

* + **protecting children from maltreatment**
	+ **preventing impairment of children’s mental and physical health or development**
	+ **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
	+ **Taking action to enable all children to have the best outcomes**
		- * + Safeguarding Vulnerable Groups Act (2006)
				+ Working together to safeguard children (2018)

We also refer to the following legislation:

* Early Years Framework (2017)/Education Inspection Framework (2019)
* The UN Convention on the Rights of the child
* The Children's Charter.
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2): Statutory guidance for nurseries and colleges (DfE Sept 2018)
* [The Procedures of Birmingham Safeguarding Children](http://www.proceduresonline.com/birmingham/scb/) Partnership
* [The Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/contents) s175
* [Mental Health and Behavior in Nurseries: Departmental Advice](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) (DfE 2014)
* Inspecting Safeguarding in Early Years Ofsted
* Named DSLs on site/contactable

**Safeguarding officers on site or contactable within nursery**

**Karen Henry - Manager**

**Natalie Grove - Deputy Manager**

**Melissa Soares - Assistant Manager**

**Ellen Strawford - Room Leader**

**Définitions**

A **parent** is defined as any person who has parental responsibilities over a child. For example: a mother or father. We may also include in this; foster and adoptive parents and carers, including those who may have substantial care of a child.

A **child carer**: These people may not have specific parental responsibilities but nonetheless have a duty of care for the child. This is **inclusive** of Ladybirds Montessori Nursery staff.

**What is Safeguarding?**

Safeguarding and promoting the welfare of children, for the sake of this policy is defined as:

* + - Protecting children from maltreatment
		- Preventing the impairment of children’s health or development
		- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
		- Taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

* neglect
* physical abuse
* sexual abuse
* emotional abuse
* bullying, including online bullying and prejudice-based bullying
* racist, disability and homophobic or transphobic abuse
* gender-based violence/violence against women and girls
* peer-on-peer abuse, such as sexual violence and harassment
* radicalization and/or extremist behavior
* child sexual exploitation and trafficking
* child criminal exploitation, including county lines- (we use the term ‘county lines’ to describe situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas.)
* serious violent crime
* risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalization; and risks of accessing and generating inappropriate content, for example ‘sexting’
* teenage relationship abuse
* up skirting- (typically involves taking a picture of someone’s genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence.
* substance misuse
* issues that may be specific to a local area or population, for example gang activity and youth violence
* domestic abuse
* female genital mutilation
* forced marriage
* fabricated or induced illness
* poor parenting
* homelessness
* honor-based violence
* other issues not listed here but that pose a risk to children, learners and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

* children’s and learners’ health and safety and well-being, including their mental health
* meeting the needs of children who have special educational needs and/or disabilities
* the use of reasonable force
* meeting the needs of children and learners with medical conditions
* providing first aid
* educational visits
* intimate care and emotional well-being
* online safety and associated issues
* appropriate arrangements to ensure children’s and learners’ security, taking into account the local context.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children’s health and development. Safeguarding is a much wider subject than the elements covered within this single child protection policy, therefore this document should be used in conjunction with the other nursery policies and procedures.

Our nursery will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect and to be safe from any abuse in whatever form.

Our setting incorporates the key principles of safeguarding as stated by **Birmingham Safeguarding Children Board,** i.e.-

* Always see the child first.
* Never do nothing.
* Do with, not to, others.
* Do the simple things better.
* Have conversations, build relationships.
* Outcomes not outputs

**Key Processes**

All staff should be aware of the guidance issued by Birmingham Safeguarding

Children Board in [Right Help Right Time](https://lscpbirmingham.org.uk/delivering-effective-support), and [Early Help](https://lscpbirmingham.org.uk/early-help).

**Policy Intention**

To safeguard children and promote their welfare we will implement the following and as part of the curriculum, children are supported to understand what constitutes:

* + - Create an environment to encourage children to develop a positive self-image
		- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
		- Provide a safe and secure environment for all children
		- Always listen to children.
		- Share information with other agencies as appropriate.
		- Identify children and learners who may need early help or are at risk of neglect, abuse, grooming or exploitation
		- Help prevent abuse by raising awareness among children and learners of safeguarding risks and how and where to get help and support if they need it
		- Help those children who are at risk of abuse and need early help or statutory social care involvement, keeping accurate records, making timely referrals where necessary and working with other agencies to ensure that children and learners get the help and support, they need
		- Manage allegations about adults who may be a risk and check the suitability of staff to work with children, learners and vulnerable adults.

Ladybirds Montessori Nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of nursery manager or owner at the earliest opportunity.

Practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care, we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. The nursery has a duty to be aware that abuse does occur in our society.

This statement lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Our prime responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interests of the child.

The nursery aims to:

* + - Ensure that children are never placed at risk while in the charge of nursery staff
		- Ensure that confidentiality is maintained at all times
		- Ensure that all staff are alert to the signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed including by other children i.e., bullying, discriminatory behavior
		- Ensure that all staff are familiar and updated regularly with child protection issues and procedures
		- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
		- Keep the child at the center of all we do
		- Regularly review and update this policy with staff and parents where appropriate.
		- Ensure that children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. We expect a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.
		- Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting.
		- All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner. There is a named and designated lead who is empowered to play an effective role in pursuing concerns and protecting children and learners.
		- The term ‘online safety’ reflects a widening range of issues associated with technology and a user’s access to content, contact with others and behavioral issues. This includes the risk of abuse and neglect in the home as well as risks outside the home such as sexual and/or criminal exploitation, radicalization, bullying and children going missing.
		- Children and learners are empowered to identify a trusted adult with whom they can communicate about any concerns. Our team will listen to them and take their concerns seriously. Where children or learners have been or are at risk of harm, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.
		- Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
		- Any child protection and/or safeguarding concerns are shared in a timely way with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral is be made to the children’s social care department of the local authority for the area where the child lives.
		- Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter is referred to the designated officer in the local authority in which the setting is located. **LADO (Local Authority Designated Officer) 0121 675 1669**
		- A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. There is evidence, where applicable, that staff understand when to make referrals when there are issues concerning peer on-peer abuse, criminal or sexual exploitation, radicalization and/or extremism or that they have sought additional advice and support.
		- Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents and guardians are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of harm to a child.
		- There is a written plan in place that has clear and agreed procedures to protect a child or vulnerable adult. For children who are the subject of a child in need plan or child protection plan or who are looked after, or vulnerable adults that have an Education and Health or Education, Health and Care plan, the plan identifies the help that the child or vulnerable adult should receive and the action to be taken if a professional has further concerned or information to report.
		- Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimized. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed.
		- Comprehensive records are held and shared between the relevant agencies to help and protect children.
		- Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalization or being sexually and/or criminally exploited are known by the adults who care for them and shared with the local authority children’s social care service or other relevant agency.
		- We aim to reducing the risk of harm, these risks are kept under regular review and we will liaise with other agencies where appropriate
		- We support staff to have a good awareness of the signs that a child or learner is being neglected or abused, as described in ‘What to do if you’re worried a child is being abused’
		- We empower staff to be confident about what to do if a child reports that they have been sexually abused by another child.
		- Appropriate action is taken when children stop attending the setting or do not attend regularly; this includes informing the local authority when a funded child is going to be deleted from the register.
		- We take effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic, sexist and racist language
		- Ensure that all staff understand their mandatory duty to report to police any known case of female genital mutilation on a girl under the age of 18.
* Children and learners are protected and will be supported if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
* Adults are made aware and understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners.
* We keep children and learners safe and support them to develop their own understanding of these risks and in learning how to keep themselves and others safe in an age appropriate manner.
* All staff have the responsibility to oversee the safe use of technology when children and learners are in our care and take action immediately if they are concerned about bullying or children’s well-being.
* Policies are adhered to with regard to the safe use of mobile phones and cameras in settings.
* Leaders and staff make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development.
* Children and learners are empowered to feel secure and, where they may present risky behaviours, they experience positive support from all staff.
* Babies and young children demonstrate their emotional security through the attachments they form with those who look after them (particularly their key worker) and through their physical and emotional well-being.
* Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children’s and learners’ behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.
* Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners.
* Reasonable force, is only used in strict accordance with the legislative framework to protect the child or learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood.
* Monitoring of the management of behaviour is effective, Practitioners understand that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
* In cases of peer-on-peer abuse, staff should consider what support might be needed for the perpetrators as well as the victims.
* Staff and volunteers working with children and learners are carefully recruited and vetted according to statutory requirements including:
* an identity check
* a barred list check
* an enhanced DBS check/certificate
* a prohibition from teaching check
* a check of professional qualifications
* a check to establish the person’s right to work in the UK.

Once appointed, consideration is given to their ongoing suitability in order to prevent the opportunity for harm to children or learners or place them at risk. We ensure that all the staff that we employ in have been checked appropriately. We ensure that staff working in the setting are suitable to do so. The ‘Statutory framework for the early years foundation stage’ sets out the disqualification requirements that we must meet.

* There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.
* The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.
* Staff have access to the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.

Children will be supported by offering reassurance, comfort and sensitive interactions. Activities will be devised according to individual circumstances to enable children to develop confidence within their peer group.

**Liaison with other bodies**

* + - * + We work within the Local Safeguarding Children Board (LSCB) guidelines.
				+ We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which affect the wellbeing of children.
				+ We have procedures for contacting the local authority on child protection issues.
				+ If a report is to be made to the authorities, we act within the current LSCB guidance in deciding whether we must inform the child's parents at the same time.

The Nursery will ensure every staff member (including temporary/ supply staff/ volunteers) know the name of the designated safeguarding officer and their contact numbers.

**Contact details**

Early Help Support Team **0121 303 1888** or Emergency out-of-hours: 0121 675 4806

 E-mail **ehst@birmingham.gov.uk**

Children Advice support service (CASS) if you have access to secured email use: **secure.cass@birmingham.gcsx.gov.uk** if the email is not secure use

**cass@birmingham.gov.uk** or on **0121 303 1888**.

CASS operates Monday to Thursday: 8:45am to 5:15pm

 Friday: 8:45am to 4:15pm

 Telephone: 0121 303 1888.

Outside this time, please contact the emergency duty team on **0121 675 4806**

Ofsted **0300 123 1231**

Local Authority Designated Officer ***0121* 675 1669**

In an emergency contact the Police 999

Please see other contact numbers on **Birmingham Safeguarding Contact Numbers Page 1 of this folder.**

Ladybirds Montessori Nursery endeavours to support families who have additional needs.

As highlighted in "[***Right Help Right Time***](https://www.lscpbirmingham.org.uk/index.php/delivering-effective-support)" Relevant support should be offered at the

appropriate time to children and their families. Ladybird Montessori Nursery should

communicate openly and collaboratively with parents (unless there is a safeguarding

concern that prevents this). Please familiarise yourself with this policy.

Image 1 Source:

[Right Help Right Time](https://www.lscpbirmingham.org.uk/index.php/delivering-effective-support).

**What is Child Abuse?**

Child Abuse is the term used to describe ways in which children are intentionally or inadvertently harmed or placed at risk of harm, usually by adults, and often by people that they trust.

**Categories of Abuse**

**Neglect:**

This is defined as the persistent failure to meet the physical, psychological or social needs of a child, for example, not clothing, feeding or caring for a child adequately and leaving them without adequate supervision.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIVERSAL NEEDS** |  | **UNIVERSAL PLUS NEEDS** |  | **ADDITIONAL NEEDS** |  | **COMPLEX/****SIGNIFICANT** |
| Children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary sector services.  |  | A child and their family have needs that require support and interventions above and beyond universal services.  |  | A child and their family have needs thatrequire a multi-disciplinary approach. A number of these indicators would need to be present to indicate need at this level. |  | A child or their family have needs that are so complex or significant that they need an immediate statutory social work assessment and intervention or other specialist services to prevent significant harm or serious risks to their health or welfare.  |

The following may be indicators of neglect (this is not designed to be used as a checklist):

* Constant hunger;
* Stealing, scavenging and/or hoarding food;
* Frequent tiredness or listlessness;
* Frequently dirty or unkempt;
* Often poorly or inappropriately clad for the weather;
* Poor nursery attendance or often late for nursery;
* Poor concentration;
* Affection or attention seeking behaviour;
* Illnesses or injuries that are left untreated;
* Failure to achieve developmental milestones, for example growth, weight;
* Failure to develop intellectually or socially;
* Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
* The child is regularly not collected or received from nursery; or
* The child is left at home alone or with inappropriate carers.

**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 overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. 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. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them. The child is likely to show extremes of emotion with this type of abuse. This type of abuse is harder to identify as the child is not likely to show any physical signs.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

* The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
* Over-reaction to mistakes;
* Delayed physical, mental or emotional development;
* Sudden speech or sensory disorders;
* Inappropriate emotional responses, fantasies;
* Neurotic behaviour: rocking, banging head, regression, tics and twitches;
* Self-harming, drug or solvent abuse;
* Fear of parents being contacted;
* Running away;
* Compulsive stealing;
* Appetite disorders - anorexia nervosa, bulimia; or
* Soiling, smearing feces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

**Physical Abuse**

This is defined as any injury inflicted or knowingly not prevented by any person having custody or care of a child. Physical abuse is often defined by injuries that cannot be explained by the normal play activities of a child, and is defined as hitting or hurting a child on purpose. Children and babies may be abused physically through shaking or throwing. Other injuries may include **burns or scalds**. These **are not usual childhood injuries and should always be logged and discussed with the nursery manager.**

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

* Multiple bruises in clusters, or of uniform shape;
* Bruises that carry an imprint, such as a hand or a belt;
* Bite marks;
* Round burn marks;
* Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
* An injury that is not consistent with the account given;
* Changing or different accounts of how an injury occurred;
* Bald patches;
* Symptoms of drug or alcohol intoxication or poisoning;
* Unaccountable covering of limbs, even in hot weather;
* Fear of going home or parents being contacted;
* Fear of medical help;
* Fear of changing for PE;
* Inexplicable fear of adults or over-compliance;
* Violence or aggression towards others including bullying; or
* Isolation from peers.

**Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness e.g., through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

**Sexual Abuse**

This is defined as the exploitation of children in order to meet the demands of adults or other children. Sexual abuse may include: involvement of children in masturbation, involvement of children in pornographic activity, including taking pornographic photographs and involving children in watching or viewing pornographic materials, involvement of children in sexual activity, including; rape, sodomy, oral sex and sexual intercourse with a child, even with their consent. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

* Sexually explicit play or behaviour or age-inappropriate knowledge;
* Anal or vaginal discharge, soreness or scratching;
* Reluctance to go home;
* Inability to concentrate, tiredness;
* Refusal to communicate;
* Thrush, persistent complaints of stomach disorders or pains;
* Eating disorders, for example anorexia nervosa and bulimia;
* Attention seeking behaviour, self-mutilation, substance abuse;
* Aggressive behaviour including sexual harassment or molestation;
* Unusual compliance;
* Regressive behaviour, enuresis, soiling;
* Frequent or open masturbation, touching others inappropriately;
* Depression, withdrawal, isolation from peer Group ;
* Reluctance to undress for PE or swimming; or
* Bruises or scratches in the genital area.

**Sexual Exploitation**

Child sexual exploitation occurs when a child receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child performing sexual activities, or another person performing sexual activities on the child.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

* Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
* Entering and/or leaving vehicles driven by unknown adults;
* Possessing unexplained amounts of money, expensive clothes or other items;
* Frequenting areas known for risky activities;
* Being groomed or abused via the Internet and mobile technology; and
* Having unexplained contact with hotels, taxi companies or fast-food outlets.

**Female Genital mutilation**

This type of physical abuse is practiced as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England. If there is concern about a child in this area, social services should be contacted, in the same way as other types of physical abuse. All settings are subject to a mandatory reporting requirement in respect of female genital mutilation. When a staff member discovers that an act of FGM appears to have been carried out on a girl aged under 18, that staff have a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

**Bullying**

Bullying is defined as any form of abuse on a child which is inflicted upon them by their peers, this abuse can be subtle, including, teasing, being ignored or left out, being pushed or pulled about, or having money or possessions taken.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to identify that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

**Disabled Children**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

* A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
* Not getting enough help with feeding leading to malnourishment;
* Poor toileting arrangements;
* Lack of stimulation;
* Unjustified and/or excessive use of restraint;
* Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
* Unwillingness to try to learn a child’s means of communication;
* Ill-fitting equipment. for example, calipers, sleep boards, inappropriate splinting;
* Misappropriation of a child’s finances; or
* Inappropriate invasive procedures.

**Responses from Parents**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

* Delay in seeking treatment that is obviously needed;
* Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
* Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
* Reluctance to give information or failure to mention other known relevant injuries;
* Frequent presentation of minor injuries;
* A persistently negative attitude towards the child;
* Unrealistic expectations or constant complaints about the child;
* Alcohol misuse or other drug/substance misuse;
* Parents request removal of the child from home; or
* Violence between adults in the household;
* Evidence of coercion and control

**Private Fostering**

Many people find themselves looking after someone else’s child without realizing that they

may be involved in private fostering. A private fostering arrangement is one that is made

privately (that is to say without the involvement of a local authority) for the care of a child

under the age of 16 (under 18, if disabled) by someone other than a parent or immediate

relative. If the arrangement is to last, or has lasted, for 28 days or more it is private

fostering.

 The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

 People become involved in private fostering for all kinds of reasons. Examples of private fostering include –

* Children who need alternative care because of parental illness;
* Children whose parents cannot care for them because their work or study involves long or antisocial hours;
* Children sent from abroad to stay with another family, usually to improve their educational opportunities;
* Unaccompanied asylum seeking and refugee children;
* Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
* Children staying with families while attending a nursery away from their home area.

There is a mandatory duty on the nursery to inform the local authority of a private

fostering. The local authority has a duty to check that the child is being properly cared for

and that the arrangement is satisfactory.

**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 is mandatory for all staff and will be part of their induction process. The Designated Safeguarding Person (where applicable) will ensure that the staff’s knowledge, understanding and practice of safeguarding children are current and up-to-date at all times. Where gaps are identified support and training will be mandatory. The Designated Safeguarding Person will receive updated training at least every three years, including training in inter-agency procedures and Early Help (Common Assessment Framework CAF) to support for their roles.

**Dealing with a disclosure**

* Stay calm.
* Do not communicate shock, anger or embarrassment.
* Reassure the child. Tell her/him you are pleased that she/he is speaking to you.
* Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
* Tell her/him that you believe them. Children very rarely lie about abuse; but she/he may have tried to tell others and not been heard or believed.
* Tell the child that it is not her/his fault.
* Encourage the child to talk but do not ask "leading questions" or press for information.
* Listen to the child and note down what they say to you **in their own words**. It is important at this stage that you do not interrupt the child and you do not ask questions.
* Listen and remember.
* Check that you have understood correctly what the child is trying to tell you.
* Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
* Do not tell the child that what she/he experienced is dirty, naughty or bad.
* It is inappropriate to make any comments about the alleged offender.
* Be aware that the child may retract what she/he has told you. It is essential to record all you have heard. The member of staff who this information is disclosed to must make a written documentation of this disclosure, stating exactly what was said. These notes cannot be amended, it must be written in pen, signed, dated and the time marked.
* At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
* As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Immediately afterwards**

**You must not deal with this yourself**. Clear indications or disclosure of abuse must be reported to children’s social care **without delay,** by the Manager and/or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Manager.

It should be noted that if a member of staff is named in the disclosure or witnessed harming a child that the disclosure should be kept as discrete as possible (see notes on allegation against staff member). Discretion should not be at the expense of time, that is, there should be no delay in reporting the incident. If the disclosure is about the manager then the member of staff should inform the Owner or if they feel unable to do so in a timely manner, they should contact the local authority.

**Recording suspicions of abuse and disclosures**

Staff should make an objective record (supported by the nursery manager or Designated Safeguarding Co-Ordinator (DSCO)) of any observation or disclosure and include:

◾Child's name

◾Child's address

◾Age of the child and date of birth

◾The nature of the suspicion

◾Date and time of the observation or the disclosure

◾Exact words spoken by the child

◾Exact position and type of injuries or marks seen

◾Exact observation of an incident including dates, times and names of other adults/witnesses involved with the child who may substantiate the suspicion

◾Name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.

◾Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed/dated/time stamped by the person reporting this and the manager and the DSL. This should be kept in a separate confidential file.

In the event that the owners/manager is not available staff should refer to the local authority child protection guidelines for details of their local social work area office or the out of hours telephone number. The staff member must inform the manager/owner at the earliest possible point.

 **RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

We will follow the HM Government guidance in *‘*[*Working together to safeguard children, 2018.*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

* Behaved in a way that has harmed a child or may have harmed a child;
* Possibly committed a criminal offence against or related to a child; or
* Behaved in a way that indicates he/she is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is

the potential for staff in setting/s to abuse children.

All staff working within our organisation must report any potential safeguarding

concerns about an individual’s behaviour towards children and young people

immediately. Allegations or concerns about colleagues and visitors must be reported

direct to the Leader unless the concern relates to the leader. If the concern relates

to the leader, it must be reported immediately to the Owner, who will

liaise with the (LADO)Local Authority Designated Officer Team in children’s social care and

they will decide on any action required.

If the safeguarding concern relates to the proprietor of the setting, then the

concern must be made directly to the Local Authority LADO team.

**Allegation against a member of staff, proprietor or volunteer**

Inappropriate behaviour by staff/volunteers could take the following forms:

* **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

* **Emotional**

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children’s rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

* **Sexual**

For example, sexualized behaviour towards pupils, sexual harassment, inappropriate phone calls, texts, images via social media, sexual assault and rape.

* **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

If a child makes an allegation about a member of staff, visitor or volunteer, the

Manager should be informed immediately. The Manager should carry out an urgent

initial consideration in order to establish whether there is substance to the

allegation. The Manager should not carry out the investigation herself or interview

children.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the owner.

Where the allegation is against the proprietor the referral should be made to the

LADO team directly.

The Local Authority Designated Officer (LADO Tel: 0121 675 1669), Ofsted and the LSCB (0121 4642612) will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

The EYFS statutory framework states: 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 the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the 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.

* + - A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, LSCB) to determine how this will be handled
		- The nursery will follow all instructions from the LADO, Ofsted/ LSCB and asks all staff members to do the same and co-operate where required
		- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
		- The nursery reserves the right to suspend any member of staff during an investigation
		- If the member of staff is suspended, they will be removed from the setting immediately.
		- The nursery will support and treat with respect the member of staff who is suspended. Suspension is not an indication of guilt.
		- All enquiries/external investigations/interviews will be documented and kept in a locked file
		- Unfounded allegations will result in all rights being re-instated
		- Founded allegations will be passed on to the relevant organisation (e.g., Police) and will result in the termination of employment. Ofsted/CSSIW will be notified immediately of this decision. The nursery is also required to notify the Independent Safeguarding Authority (ISA) to ensure their records are updated.
		- All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoid any unnecessary re-investigation
		- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
		- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

If there is no immediate safeguarding concerns the manager must act as follows –

 If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the child, these should be addressed through the nursery’s own internal procedures.

 If the Manager decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

Where an allegation has been made against the Manager, then the Owner takes on

the role of liaising with the LADO Team in determining the appropriate way forward.

For details of this specific procedure see the Section on

[Allegations against Staff and Volunteers](https://lscpbirmingham.org.uk/lado) in the procedures of Birmingham

Safeguarding Children Board.

Where the allegation is against the proprietor the referral should be made to the

LADO team directly.

No disciplinary action will be taken until the outcome of the investigation is concluded.

**General Information on Child Protection**

Child Protection involves several agencies working together, these include; Local Authority, Social Work Departments and Childcare organisations.

In order to maintain the levels of protection, all persons working with children must have an Enhanced Disclosure / PVG through Disclosure Scotland and have completed an application process, interview and have 2 references.

All parents should be aware that members of staff attend regular child protection training in order that we keep your children safe from harm.

The Nursery has a duty to report any suspicions of abuse and neglect to any of the contacts below who have a duty to investigate such matters:

**Staffing and volunteering**

It is the policy of the nursery to provide a secure and safe environment for all children. The nursery will therefore not allow an adult to be left alone with a child who has not received their enhanced CRB disclosure clearance.

All staff will attend child protection training within their first six months of employment, and receive initial basic training during their induction period. This will include the procedures for spotting signs and behaviors of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery.

The nursery has a named, designated safeguarding officer (DSCO) who undertakes specific training and accesses regular updates to developments within this field.

We provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out 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

* All enhanced DBS disclosures checks will be updated on a regular basis to ensure the suitability of the adults caring for the children
* We abide by Ofsted requirements in respect of references and suitability checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the nursery or has access to the children
* We ensure we receive at least two written references BEFORE a new member of staff commences employment with us
* All students will have enhanced DBS disclosures conducted on them before their placement starts
* Volunteers, including students, do not work unsupervised
* We abide by the 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 have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorized person has unsupervised access to the children
* All contractors/external workers will be enhanced DBS checked if work planned and/or conducted during nursery opening hours and the manager will request this before allowing them access to the nursery. All visitors/contractors will still be accompanied whilst on the premises, especially when in the areas the children use.
* All staff have access to a whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
* All staff will receive regular supervision meetings where opportunities will be made available to discuss child protection training and any needs for further support
* The deployment of staff within the nursery allows for constant supervision and support.
* It should be categorically avoided that a sole member of staff is present with a single child. If it is absolutely necessary for the child to spend time away from the rest of the group safeguarding methods should be taken e.g., the door is left ajar, another member of staff is at least within visual and audio range etc. This is to ensure the safety of the child and the adult. The member of staff should follow this up by informing \*the owner/manager why this was necessary on this occasion.

### **Intimate/Personal care**

Children’s dignity will be preserved and a level of privacy ensured. The normal process of changing underwear should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the changing process to ensure that abuse does not occur, but at Ladybirds Montessori nursery has our own policy that states **two qualified members of staff must be present** during nappy change. With assisting with toileting of an older child the staff must ensure that staff do not leave themselves vulnerable to allegation and thereby and will always work in an open environment by avoiding private or unobserved situations e.g., by closing doors to toilet areas.

Under no circumstances will the camera/camera phones be allowed into the bathroom areas.

**Parents are NOT permitted to take photographs on the nursery premises without managements written permission.**

**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 LSCB does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

**Confidentiality**

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the [BSCP (Birmingham safeguarding Children’s Partnership).](https://lscpbirmingham.org.uk/safeguarding-concerns)The safeguarding records will be kept separate from the academic records. Access to safeguarding records will be restricted to the safeguarding leads/Manager/Owner. All other people must have written documentation of when they accessed this information and why.

**Staff must not disclose to a parent any information held on a child if this would**

**put the child at risk of significant harm.**

If a child moves from our setting, child protection records will be forwarded on to

the Designated Safeguarding Lead at the new setting, with due regard to the

confidential nature and in line with current government guidance on the transfer of

such records. Direct contact between the two settings may be necessary, especially

on transfer from nursery to primary schools. We will record where and to whom the

records have been passed and the date.

If sending by post, children records will be sent by “Special/Recorded Delivery”.

For audit purposes a note of all children’s records transferred or received should be

kept in either paper or electronic format. This will include the child’s name, date of

birth, where and to whom the records have been sent and the date sent and/or

received.

When a Designated Safeguarding Lead resigns their post or no longer has child

protection responsibility, there should be a full face to face handover/exchange of

information with the new post holder.

**Support to families**

The nursery takes every step in its power to build up trusting and supportive relations among families, staff and volunteers within the nursery

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate under the guidance of the LSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

**Safeguarding Children who are vulnerable to radicalization.**

Since 2010, when the Government published the Prevent Strategy, there has been an

awareness of the specific need to safeguard children, young people and families from

violent extremism. There have been several occasions both locally and nationally in

which extremist Groups have attempted to radicalise vulnerable children and young

people to hold extreme views including views justifying political, religious, sexist or

racist violence, or to steer them into a rigid and narrow ideology that is intolerant of

diversity and leaves them vulnerable to future radicalisation.

Ladybirds Montessori Nursery values freedom of speech and the expression of beliefs and

ideology as fundamental rights underpinning our society’s values. Bothchildren and

staff have the right to speak freely and voice their opinions. However, freedom

comes with responsibility and free speech that is designed to manipulate the

vulnerable or that leads to violence and harm of others goes against the moral

principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing

equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the

exploitation of vulnerable people, to involve them in terrorism or in activity in support

of terrorism. The normalisation of extreme views may also make children and young

people vulnerable to future manipulation and exploitation. Ladybird Montessori Nursery

is clear that this exploitation and radicalisation should be viewed as a safeguarding

concern and that protecting children from the risk of radicalisation is part of the setting/s

safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to

radicalisation is described in the “No Platform Policy"

Ladybird Montessori Nursery Group seeks to protect children and young people against the

messages of all violent extremism including, but not restricted to, those linked to Islamist

ideology, or to Far Right/Neo- Nazi/White Supremacist ideology, Domestic Terrorism, Irish

Nationalist and Loyalist paramilitary Groups, and extremist Animal Rights movements.

**Risk Reduction**

The setting/s members, the Leader and the Designated Safeguarding Lead will

assess the level of risk within the setting/s and put actions in place to reduce that

risk. Risk assessment may include consideration of the nursery curriculum, SEND

policy, the use of nursery premises by external agencies, integration

of children by gender and SEN, anti-bullying policy and other issues specific to the

setting/s and Children’s Centre profile, community and philosophy.

**Response**

With effect from 1st July 2015 all setting/s are subject to a duty to have “due

regard to the need to prevent people being drawn into terrorism” (Section 26,

Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an

extremist ideology. Specific background factors may contribute to vulnerability and

these are often combined with specific needs for which an extremist Group may

appear to provide answers, and specific influences such as family, friends and online

contacts. The use of social media has become a significant feature in the

radicalisation of young people.

Our settings, like all others, is required to identify a Prevent Single Point of Contact

who will be the lead within the organisation for safeguarding in relation to

protecting individuals from radicalisation and involvement in terrorism: this will

normally be the Designated Safeguarding Lead.

Staff will be alert to changes in a child’s behaviour or attitude which

could indicate that they are in need of help or protection.

Staff will monitor online activity with the setting/s to ensure that

inappropriate sites are not accessed by children or staff.

When any member of staff has concerns that a child may be at risk of radicalisation

or involvement in terrorism, they should speak with the Designated

Safeguarding Lead.

Numerous factors can contribute to and influence the range of behaviors that are

defined as violent extremism, but most young people do not become involved in

extremist action. For this reason, the appropriate interventions in any particular case

may not have any specific connection to the threat of radicalisation, for example they

may address mental health, relationship or drug/alcohol issues.

**Staff Responsibilities**

All of our staff members must be able to identify children who may be vulnerable to radicalisation there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children’s behaviour, including even very young children, which could indicate they may be in need of help or protection.

These behaviours may be evident during circle time, role-play activities and quiet times. The best time for children to make disclosures is a time when they are closest to their key person.

Any people from any walk of life can be drawn into radicalisation it is not necessarily connected to their religion or ethnicity. Terrorism is not promoted by any religion or ethnicity.

This policy does not require childcare providers to carry out unnecessary intrusions into family life but we are required to take action when we observe behaviour which causes concern.

**Channel**

Channel is a multi-agency approach to provide support to individuals who are at risk of

being drawn into terrorist related activity. It is led by the West Midlands Police

Counter-Terrorism Unit, and it aims to:

* Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
* Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
* Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who

are identified as being vulnerable to being drawn into terrorism. It provides a

mechanism for nurseries to make referrals if they are concerned that an individual

might be vulnerable to radicalisation. An individual’s participation in the programme is

entirely voluntary at all stages.

Settings have a duty to cooperate with the Channel programme in the carrying out of

its functions, and with the Police in providing information about an individual who is

referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Nurseries on [The Prevent Duty](https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales).

A child going missing from Nursery education is a potential indicator of abuse or

neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict

zones. Staff will be alert to these safeguarding concerns when a child goes missing

for an extended period, or on repeat occasions.

The setting/s must notify the local authority of any child who fails to attend the

setting regularly after making reasonable enquiries, or has been absent without the

setting’s permission for a continuous period of 10 days or more.

**Fundamental British Values**

The best way of helping children resist extremist views or challenge views such as creationism is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS (see promotion of British Values Policy).

We will support our children through the EYFS by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as their well-being, empathy and emotional literacy all the while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures children’s pro-social behaviors, responsible citizenship and real sense of belonging.

The Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

**What to do if you suspect that children are at risk of radicalisation?**

Follow the normal Safeguarding Procedures including discussing with the nursery designated safeguarding lead, where deemed necessary with children’s social care. In Prevent Priority Areas the local authority will have a prevent lead who can also provide support.

The Safeguarding Lead can also contact the local police force or call 101 (the non-emergency number); they will then talk in confidence about the concerns and help them access support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gov.uk Please note that the helpline is not meant for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

**What do we do if we are concerned?**

Where risk factors are present but there is no evidence of a significant risk, then

our DSL advises us on early help and preventative work that can be done within

setting to engage the child into mainstream activities and social groups. The DSL may

be the person who talks to and has conversations with the child’s family, sharing

the setting’s concern about the child’s vulnerability and how the family and setting

can work together to reduce the risk.

In this situation, we will utilize the Right Help Right Time (RHRT) model to

consider the needs of the family and in discussion with the parent and the child (as

far as possible) –

The DSL may decide to:

* Monitor the situation after taking appropriate action to address the concerns.
* Undertake an Early Help assessment to try to meet the needs of the child and family through a multi-agency approach.
* Seek advice from the Children’s Advice and Support Service (CASS) formerly known as MASH so that a strategic overview can be maintained and any themes or common factors can be recognized. Tel: 0121 303 1888
* Notify Children’s Social Care via a referral

If it is felt the child’s needs fall into the RHRT (Right Help Right Time) category of Universal/ Universal + then the DSL will also offer and seek advice about undertaking an early

help assessment (such as the family [Common Assessment Framework](http://trixresources.proceduresonline.com/nat_key/keywords/common_assess_frame.html) (CAF) and

consider, if this does not have an impact on the situation making a referral to

children's social care. The local Early Help Panel can assist us.

If the concerns about the child/young person are deemed ‘Complex and Significant’

meeting the criteria within RHRT, they will be referred to the MASH. This includes

concerns about a child young person who is affected by the behavior of a parent or other

adult in their household.

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### **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 staff are positive role models to children and other members of the team and never engage in rough, physical or sexually provocative games;
* To involve children in decision-making which affects them (taking age and development of children 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 contact 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 provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the children and gain their agreement (taking age and development of children into account);
* To establish a safe environment in which children can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for achievement in accordance with the Statutory Every Child Matters Framework: Being Healthy, Staying Safe, Enjoy and Achieve, Positive Contributions and Economic Wellbeing.

**All Members of Staff Should:**

Play your part in helping to develop an ethos where all people matter and are treated with equality, and respect and dignity.

Always put the care, welfare and safety needs of a child first.

Respect a child's right to be involved in making choices and decisions which directly affect them.

Listen attentively to any ideas and views a child wants to share with you.

Respect a child's culture (for example, their faith and beliefs)

Respect a child's right to privacy and personal space.

Respond sensitively to children who seem anxious about participating in certain activities

Speak to a member of staff immediately if you suspect that a child is experiencing bullying or harassment.

Be aware of the vulnerability of some groups of children to being isolated and hurt.

Ensure that when you are working with children you are at least within sight or hearing of other adults.

Listen carefully when a child 'tells you' (sometimes through drawings and behaviour as well as words) that they are being harmed and report what you have discovered immediately to your line manager.

Report immediately any suspicion that a child may be at risk of harm or abuse.

Never dismiss what a child tells you as lies or exaggeration

Only restrain a child who is at imminent harm of inflicting harm to themselves or others.

Never underestimate the contribution that you can make to the development of safe communities for children.

**Members of Staff Should Not**:

Exaggerate or trivialize another worker with concerns about a child or ignore an allegation or suspicion of abuse in the hope that it will either go away or that someone else will deal with it.

Discuss personal issues about a child or their family with other people except where it concerns the wellbeing of the child.

Be drawn into derogatory remarks or gestures in front of the children or young people.

Allow a child or young person to be bullied or harmed by anyone else in the organisation

Allow children to swear or use sexualised language unchallenged.

Accept social media requests or other invites from parents or children.

**Members of Staff Should Never:**

Engage in sexually provocative games, including horseplay

Never allow others to or yourself engage in touching a child in a sexually provocative manner

Never make sexually suggestive comments to a child, even in fun

Engage in rough or physical contact unless it is permitted within the rules of a game or sports activity or conforms to the guidance on appropriate physical restraint

Never form inappropriate emotional or physical relationships with children

Harass or intimidate a child or worker because of their age, race, gender, sexual orientation, religious belief, socio-economic status or disability

Unnecessarily invite or allow children to stay with you at your home.

Where members of staff invite or allow children to enter their own homes (for example, when playing with the staff members own children or upon request of the child's parent), this must be done with the express permission of the child's parent or carer. In addition, the member of staff should inform the manager of the setting of the arrangement and follow the child protection policy and the code of conduct as expressed above at all times. Ladybird Montessori Nursery accepts no responsibility for the actions of its employees when they are not within their working hours. Parents and carers should be aware it is against policy for a member of staff to look after children who attend the nursery out of setting hours.

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| Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children. | <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> |
| Keeping children safe | <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> |
| NSPCC | <https://www.nspcc.org.uk/> |
| Information on safe recruitment via  | [Supporting safer recruitment in the early years and education sector - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/supporting-safer-recruitment-in-the-early-years-and-education-sector) |
| Disclosure & Barring Service  | <https://www.gov.uk/dbs> |

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