

Tiger Tots Pre-School



Child Protection Policy

Statement of Intent

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

1. The setting committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery
2. The setting is 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 'What to do if you are worried a child is being abused'.
3. The setting is committed to promoting awareness of child abuse issues throughout its training and learning programs 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.

Aims

Our aims are to carry out this policy by:

- Promoting children's rights to be strong, resilient and listened to by creating an environment in our setting 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 background;
- Promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- Promoting children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- Helping children to establish and sustain relationships within their families, with peers and with other adults.
- Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

Liaison with other bodies:

- We work within the Area Safeguarding Children Committee guidelines.
- We have a copy of 'What to do if you are worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.

Tiger Tots Pre-School

- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social worker to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which may affect the well-being of children.
- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the local authority social services department, we act within the Area Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Methods

Key Commitment 1

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

Staffing and volunteering

- Our designated safeguarding lead at pre-school is (DSL) (Ann Place) who coordinates child protection issues; Sophie Lloyd, pre-school deputy is the second DSL for the pre-school when Ann is not present.
- Our designated safeguarding leads at the Academy Trust is displayed on our safeguarding board in the pre-school;
- Overall responsibility is held by the Wigston Academy Trust;
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau 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.
- We abide by Ofsted requirements in respect of references and ~Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children 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 have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorized person has unsupervised access to the children.
- All mobile phones of staff, students and volunteers must be stored in the allocated place within the main room. If there is a need to exit this area for

Tiger Tots Pre-School

privacy they must inform the manager or deputy who is working on that session of their movements. The area to be used for privacy should be the lobby area. Mobile phones or other devices, which can be used to take images, must not be taken into the toilet area at any time.

- Students are informed during their induction of the criteria to ensure that they remain within the pre-school play rooms and must not be in the restricted area of the children's toilet and lobby area unsupervised.
- Agency staff are given an induction prior to their first session at Tiger-tots pre-school and informed of safeguarding procedures and requirements of the pre-school.

The Prevent Duty

- **Section 26 of the Counter-Terrorism Security Act 2015**
'due regard to the need to prevent people from being drawn into terrorism'
- Prevent work is intended to deal with all kinds of terrorist threats to the UK. Most significant of these currently from terrorist organisations in Syria and Iraq and Al Qaida associated groups. But terrorists associated with extreme right also pose a continued threat to our safety and security'.
- Tiger-tots Pre-school incorporates the Prevent Duty through the settings ethos which places high importance on ensuring all children and staff are valued as identified through the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs which is threaded throughout the EYFS (2014). During the induction process staff are required to read the Fundamental British Values in the Early Years hand-out which is additional to the Safeguarding Policy and fully understand that they are required to implement this into their daily working practise.
- At Tiger-tots we focus on promoting secure foundations on children's personal, social and emotional development through the pre-school routines, systems and working closely with the families. Through this our aim is to provide children with the views which will set them on the pathway of being individuals who incorporate British values into their adult lifestyle.
- From the onset children are encouraged to develop mutual respect for one another and an understanding of their own and others feelings. Children are encouraged to consider the impact of their behaviours to themselves or others and the consequences of these actions. This underlines the continuous ethos at Tiger-tots Pre-school where staff are expected to set high standards as role models of British values to the children. Children's age and stage of development is the starting point to which we set our expectations and levels

Tiger Tots Pre-School

of support needed.

At Tiger-tots pre-school we promote children to take a positive approach to their own safety and how to keep themselves safe by encouraging them to develop their own strategies of risk taking. We encourage children to learn how to risk assess their actions during activities such as when using the climbing equipment, through this children learn how to consider their actions and develop an understanding that they themselves have the opportunity to keep themselves and others safe.

- Working with families is an important element of this process and by encouraging parents to engage with us and each other through our settling in process, daily routines and dialogue, key person systems, our open day, stop and play sessions we are able to integrate families from a wide social background.
- At Tiger-tots we promote inclusivity where children and families of different faiths, cultures and races are valued, one aspect of this is by ensuring we gain families information on registration and ensure that these are reflected within the pre-school.
- At Tiger-tots we teach children to gain an understanding of their similarities and differences and of the need to be respectful of this. We transfer this approach throughout the provision introducing children to different cultures and religions

Guidance from HM Government Prevent Duty Guidance (July 2015) has been used as a reference and states that:

60. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare.

It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

61. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

62. This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services.

Tiger Tots Pre-School

Key Commitment 2

The setting is 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 'What to do if you are worried a child is being abused' (DFE 2015).

Method

Responding to suspicions of abuse:

We acknowledge that abuse of children can take different forms – physical, emotional and sexual and neglect.

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 behavior, or their play

Where such evidence is apparent, the child's key person or other staff who is involved makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.

Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

Allegations against staff:

We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.

We follow the guidance of the Area Safeguarding Children Committee when responding to any complaint that a member of staff or volunteer has abused a child. We respond to any disclosure by children or staff that the abuse by a member of staff may have been taken, or is taking place, by first reading the details of any such alleged incident.

We refer any such complaint immediately to the local authority's social service department to investigate.

We co-operate entirely with any investigation carried out by social services in conjunction with the police.

Disciplinary Action:

Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of ~Children and Venerable Adults.

Tiger Tots Pre-School

Key Commitment 3

The setting 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.

Method Training

- Tiger-tots practitioner's safeguarding training uses the Safeguarding Competency Framework to identify each staff's minimum competency level of training that is required.
- As part of each staff's on-going training programme they attend the colleges yearly safeguarding refresher/updates course which is organised by the college Designated safeguarding officer (DSO)
- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- Practitioners attend the relevant early years training for their competency group and this is renewed every 2-3 years. Staff meetings are used to update staff on any new legislation or relevant changes. Incorporated into each staff member's yearly staff appraisal system is a section that reviews their competencies and this is evidenced and recorded into this appraisal. The systems of induction and supervision processes support this on-going process throughout the year.

Planning

- The layout of the rooms and staff timetables that allows for constant supervision. No child is left alone with volunteers in a one-to-one situation without being visible to others. When staff are in the toilet area on a one-to-one ratio, they must inform another member of staff of their movements and ensure that the doors between main room and toilet area remain open at all times.
- We use a child intercom system between the toilet area and the pre-school room 2 to ensure that all areas are in sight or hearing of other staff members.

Curriculum

- We introduce key elements of child protection 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 so that they develop understanding of why and how to keep safe.

Tiger Tots Pre-School

- 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

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

Offers reassurance to the child;

Listens to the child;

Gives reassurance that she or he will take action;

The member of staff does not question the child; does not ask leading questions.

Staff must make a record of what has been said by the child, word-for-word, immediately before discussing it with any other staff member. Noting what was said, child's name, date, staff's signature.

Recording suspicions of abuse and disclosures

- Staff make a record of:
 - 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 exact words spoken by the child as far as possible;
 - The name of the person to whom the concern was reported; with date and time;
 - The names of any other person present at the time.

These records are signed and dated and passed on immediately to the DSO.

All members of staff know the procedures for recording and reporting.

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 Area Safeguarding Children Committee does not allow this.
- This will usually be the case where the parent is the likely abuser.

In these cases the investigating officers will inform 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

Tiger Tots Pre-School

Area Safeguarding Children Committee.

Support to Families

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its 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 social services department.
- The setting continues 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 social services department, in relation to the setting's designated role 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 parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the Area Safeguarding Children Committee.

Female Genital Mutilation (FGM)

- Staff at Tiger-tots Pre-school must follow the statutory duty to report cases of FGM or any concerns that they may that there are plans of this inflict this type of abuse to any children that attend the pre-school, this includes both children in the early years sector and any students that are attending on a work placement.
- As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 2015) to protect girls and women at risk of FGM. Since October 2015 registered professionals in health, social care and teaching also have a statutory duty (known as the Mandatory Reporting duty) to report cases of FGM to the police non-emergency number 101 in cases where a girl under 18 either discloses that she has had FGM or the professional observes physical signs of FGM.¹

Tiger Tots Pre-School

Further documents supporting this policy are

In line with Safeguarding in Education Induction P0290 03/16 (Wigston College
Early Years Foundation Statutory guidance

Working together to safeguard children--2

What to do if you are worried a child is being abused – Advice for practitioners

Keeping Children Safe in Education May 2016

Guidance for Safer working practice for those working with children and young
people in education settings, October 2015