

CHILD PROTECTION & SAFEGUARDING POLICY & PROCEDURES

Setting details:

Setting name	Kirsty's Little Treasures
Designated Safeguarding Lead (DSL)	Kirsty Toolan Craig Hale Charlotte Bloyce
Deputy Designated Safeguarding Lead (Deputy DSL)	Sarah Hale Emma Crowther Courtney Lindsay
Registered Provider	Kirsty Toolan
Setting's Manager	Kirsty Toolan, Craig Hale & Charlotte Bloyce

External contacts:

Police- 24 hours non-emergency	101
Emergency	999
NSPCC Helpline	0808 800 5000
Ofsted	0300 123 1231
Family Front Door Or Community Social Worker	01905 822666 (Monday- Thursday 9.00-5.00, Friday 16.30) 01905 846057
Emergency Duty Team (EDT)	01905 768020
Prevent Team	01386 591835 01386 591816 01386 591825
Worcester Children First Early Years Team	01905 844048
Whistle Blowing Helpline	03001233155
Local Authority Designated Officer (LADO)	01905 846221

Introduction

This policy has been developed in line with the Children's Acts 1989, 2004 and 2006, and in line with 'Working Together to Safeguard Children' 2018 and the recommendations of Worcestershire Safeguarding Children's Partnership (WSCP).

Kirsty's Little Treasures fully recognises its responsibilities for safeguarding children under the current legal framework and this policy will support us in meeting these requirements. If we have any concerns about a child and their family 'doing nothing is not an option'.

Kirsty's Little Treasures believes that 'children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them' (EYFS 2017).

A child's safety, well-being & welfare to us at KLT's are paramount and have great importance. Safeguarding is everyone's responsibility; everyone who is involved in the care and education of young children has a role to play in safeguarding and promoting their welfare. Everything we do promotes the safety and wellbeing of the children and young people we work with, as well as that of children and young people in general.

We support children's personal, social and emotional development, and as part of this we teach children how to keep themselves and others safe. For example, we teach children independence, self-care and confidence, and we ensure that children understand personal boundaries and acceptable behavior towards others and themselves. More specifically we support children in understanding healthy and positive relationships and issues of privacy and respect.

Safeguarding is defined by Worcester Safeguarding Children's Partnerships as follows:

- Protecting children from maltreatment
- Preventing impairment of children's health or development; and
- 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.

Child Protection is part of safeguarding and promoting welfare. It refers to activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse. A child's needs must always come first. We are in a unique position in which we can observe any changes in a child's behavior, appearance or personality, these indicators can sometimes mean abuse or neglect.

We believe that for safeguarding and good practice to happen, we need staff, volunteers and carers who are carefully selected, feel valued and encouraged, and are appropriately trained, managed and supported within their work.

Roles and Responsibilities

Safeguarding is everyone's responsibility and therefore all adults working within KLT's will:

- Take all necessary steps to keep children safe and well
- Be alert to any issues for concern in the child's life at home or elsewhere
- Promote good health
- Manage behaviour

- Follow the policies and procedures of KLT's and notify the relevant person or agency without delay if concerns arise.
- Disclose any convictions, cautions, court orders, reprimands or warnings that may affect their suitability to work with children.
- Notify management immediately if there is an unexplained absence of a child who is subject to a child protection plan.
- Meet the requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS 2017)
- Keep appropriate records.

The Registered Person (Kirsty Toolan) is required to:

- Have regard to Working Together to Safeguard Children (2018) and the Prevent duty guidance for England and Wales (2015)
- Implement the requirements of the Early Years Foundation Stage (2017)
- Create a culture of vigilance where children's welfare is promoted and where appropriate and timely action is taken when necessary to safeguard children
- Make specific arrangements for children's safety and wellbeing, including:
 1. The requirements for first aid, policies and procedures for responding to children who are ill or infectious and those for administering medicines.
 2. Keeping a written record of accidents or injuries and first aid treatment and informing parents and/or carers of any accident or injury sustained by the child.
 3. Ensuring the premises are fit for purpose, compliance with health and safety legislation and appropriate risk assessment.
 4. Having an evacuation procedure and suitable fire detection and control equipment.
 5. Ensuring staffing arrangement meet the needs of all children and ensure their safety and implementing a robust key person system.
- Notify local child protection agencies and Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorized persons entering the premises.
- Record the required information about each child, name, date of birth, who has parental responsibility etc. and the required information about the registered provider and adults in regular contact with children
- Have a complaints procedure and records
- Keep attendance records
- Notify Ofsted of any changes e.g. a new manager, the address of the premises, the name or address of the provider, any proposal to change the hours during which childcare is provided etc.

Craig, Charlotte and Kirsty are KLT's DSL'S (DESIGNATED SAFEGUARDING LEAD) we will closely work together if/when a concern arises. We also have 3 other staff members who have completed this training. It is our +responsibility to make a referral regarding a child that we have concerns about within the setting. We can complete an online referral form and submit it direct, which will speed up the process.

The DSL must:

- Take lead responsibility for safeguarding children

- Liaise with local statutory children's services agencies.
- Provide support, advice and guidance to other staff, on any specific safeguarding issues as required.
- Share child protection information with the DSL of any receiving setting or school when children leave the setting.

The DSL is given sufficient time, resources and funding to fulfil their role. They attend a training course which enables them to identify, understand and respond appropriately to signs of possible abuse and neglect and renew these every 2 years.

The DSL will have a nominated deputy DSL in order to ensure that one of them is always available.

Staff members Safeguarding Responsibilities:

When we recruit a new staff member our Safeguarding and Child Protection Policy will be discussed in great detail; they will be made aware of the signs and symptoms of possible abuse, how to manage a disclosure, shown where they can locate further resources and support including The document 'Safeguarding and Child Protection Guidance for Early Years and Childcare Providers' (board in the staff room) They will be told who the settings DSL's are and made aware of the other points of contact should the first ones be absent.

ALL STAFF MEMBERS WITHIN KLT'S WILL COMPLETE ONLINE SAFEGUARDING TRAINING AS SOON AS THEY START AT KLTS' THEY WILL THEN BE ENROLLED UPON A MORE IN-DEPTH SAFEGUARDING COURSE.

During a new staff member's induction period the correct procedure that must be followed should they have any worries or concerns around safeguarding will be discussed with them. This procedure is as follows:

- When appropriate inform the setting's DSL (i.e. respect confidentiality, take note of who's around and maintain professional)
- Follow any instruction given from the settings DSL and other outside agencies (i.e. keeping records, observations, further communications with the necessary people)
- Remember to remain calm, professional and non-judge mental, do not take it upon yourself to make any decisions about further actions before discussing further with the DSL unless you feel that a child may be in danger.
- Staff members are informed that if they are not happy with the way a situation is being dealt with in regard to safeguarding and they are concerned for the welfare of a child they must communicate their concerns directly to an outside agency for example Social Care, Ofsted, Family Front Door.

Recognising Abuse and Neglect

During induction we talk with staff about the difference between Safeguarding and Child Protection and make sure they understand their roles within both we use the following phrases:

Child Protection: **REACTIVE-** *the way in which we react to suspected and/or actual cases of child abuse. Records we keep, actions carried out and meetings attended.*

Safeguarding: **PROACTIVE-** *the way in which we protect children from a possible case of abuse occurring; policies and procedures, recruitment, training and positive relationships with parents, carers and outside agencies.*

During a new staff member induction, we will use Section 3.1 of the Safeguarding and Child Protection Guidance to discuss and highlight definitions of Physical, Emotional, Sexual abuse and Neglect.

We will also use this section of the folder to talk about and discuss specific risks and signs of abuse to children for example children missing from education, child sexual exploitation, peer on peer abuse, children and the court system, children with family members in prison, homelessness, honor based violence, online safety, poor mental health, preventing radicalization, sexual violence or harassment between children and special educational needs and disabilities.

Child absence:

We will consistently monitor any child's absence from the setting; we always expect to be informed from parents via a phone call or text message before or on the day of their child's absence (parents are informed of this within their first initial settling in session). Holidays are usually communicated in advance. If a child is absent from nursery and we have not been notified of this absence, we will try to contact the family to make sure that the child is ok. Every effort will be made to contact the family and to check the welfare of the child; if contact cannot be obtained and unauthorised absences consistently occur we may need to contact outside professionals or consider making an online safeguarding referral. Repeated phone calls, emails, messages and maybe even a home visit will be carried out in order to check the welfare of the child- if prior safeguarding concerns are present then the time scale trying to make contact with the family may be shorter- we may feel that an immediate referral needs to be made or an immediate call to the police.

Operation Encompass:

Operation Encompass is a police and education early intervention safeguarding partnership enabling support for children and young people who are experiencing domestic abuse. 3 of KLT's members of management have completed the training course for us to be an 'Operation Encompass' recognised setting. These 3 staff are classed as the 'Key Adults'.

This means that all police attended Domestic Violence incidents will be shared with us. These incidents will be confidential and only shared on a need-to-know basis.

Procedure for responding to concerns

Managing & responding to a disclosure:

A Disclosure occurs when a child indicates directly or through play or drawings for example, that he or she has been or is being abused in some way. Occasionally a disclosure maybe very clear and contain specific details about whom, or what was involved, or where and when apparent abuse took place. More commonly disclosure emerges as part of routine, activity or conversation.

During their induction new staff are given information around how to talk to children about potential abuse and how to respond to a disclosure. It is vital that an appropriate response is given. This will also be looked at in staff meetings, supervisions and appraisals.

If a child makes a disclosure, we will:

- Contain own reaction as far as possible. (try not to look shocked or in disbelief)
- Do listen to the child
- Record the information
- Discuss with the DSL
- not interrogate the child (do not ask leading questions e.g. did mummy do that) a leading question is a question that may suggest an explanation of what happened.
- not make any promises to the child about the passing on of information.
- Discuss with the DSL to determine the most appropriate course of action.

We will use **TED** questions:

Tell- me more about that

Explain-that to me

Describe- that to me

As well as **open** questions:

- What- happened
- Who- was that?
- Where- were you
- When- was that
- How- did that happen

Sharing concerns with parents and carers concerns will generally be shared with the child's parents/carers. This can eliminate misunderstandings and can help us better understand the needs of the child and the family situation. It also ensures that our relationship with parents is built on trust and openness. Parents are fully involved in decision making and we seek consent to share information.

Communication with parents is crucial in order to safeguard and promote the welfare of children effectively; we will always undertake appropriate discussion with parents prior to involvement of outside agencies unless to do so would place the child at further risk of harm or would impede a criminal investigation.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. It is paramount that at KLT's we share, monitor and record any concerns and worries that we may have. Any concerns will firstly be discussed with the child's family, and where possible I will seek their agreement to making a referral to Children's Social Care. This will only be done when we are confident that such discussion and agreement seeking will not place the child at increased risk of significant harm or obstruct any potential criminal investigation. If we are concerned about the sharing of information and do not have consent, we would contact the Family Front Door and ask for their support and advice. A record of factual notes and observations detailing any concerns that we have about a child will be kept; they will be signed and dated for future reference. Information, records, observations etc. regarding any concerns that we experience will be treated as highly confidential. They will be stored in a safe and secure place within the office, concerns will be

shared on a need to know basis. All suspicions and investigations are kept confidential and shared only with those who need to know.

We will use the WSCP 'Levels of need guidance' to help us and support us within our decisions. referrals, information sharing/recording and notes/observations being made. At times we may need to use some professional curiosity and contact other professionals and agencies, such as a child's doctor to ask some questions; permission from parents/carers would be sought where necessary before this were to happen. Information will only be shared with staff members on a need to know basis; some information may need to be kept confidential.

We use the 'Levels of Need' in order to support our professional judgment in responding to the needs of children and young people. We have an up-to-date diagram upon our Safeguarding board; which displays all of the levels and helps us to decide where we think a child and/or their family may be at, this helps us within our referral. If possible, we will avoid a formal process, but when a child's situation becomes more complex or there appears to be increased risk, it may be necessary to draw up more formal plans with the family in order to coordinate the work.

The steps that will lead us to making a referral will be:

1. Having concerns about a child
2. Discussing concerns with appropriate person within setting, maybe the parents too dependent upon the concerns.
3. If we are still concerned that the child is at risk of significant harm, we will refer either to the Family Front Door (level 4) or via an online referral to Children's Social Care (lower levels).
4. If a child seems to be in immediate danger, we will contact the police.
5. If we have concerns but they are not related to child protection, we will discuss these concerns directly with the parents/carers. It may be that they need support from the Family Front Door or Children's Services as a 'child in need'; we could then refer the child and/or family to Health Visitors, GP, Children's Centers; we could also complete a Early Help and Assessment Plan.
6. If we are not in agreement with the Family Front Door about the level of need and appropriate action, we will use the Levels of Need Guidance to support a professional discussion with the decision maker, and if still unsatisfied we will use the WSCB Escalation Policy, In the meantime we would continue to observe the child and support them and their family. If necessary, we would make another referral.

A Referral to Children's Social Care will be completed online via www.worcestershire.gov.uk. We would take any action as informed; unless we are not in agreement with the outcome from the Family Front Door then we would escalate our concerns and follow the WSCB' Escalation Policy.

Referral forms will be printed and saved within the child's safeguarding file

Open cases: If there is new information about a child who already has an allocated social worker; we share this directly with them.

Supporting children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. We acknowledge that settings may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm, and we are aware that research shows that their behaviour may be challenging and defiant or they may be withdrawn.

The setting will endeavour to support all children by:

- Encouraging self-esteem and self-assertiveness, as well as promoting respectful relationships, challenging bullying and humiliating behaviour
- Promoting a positive, supportive and secure environment giving children a sense of being valued
- Consistently applying strategies to which are aimed at supporting vulnerable children, and supporting children in understanding that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- Liaising with other agencies that support the child such as Children's Social Care and Early Help providers
- Notifying the Family Front Door immediately if there is a significant concern and the child could be at risk of significant harm
- Providing continuing support to a child about whom there have been concerns if they leave the setting by ensuring that appropriate information is forwarded under confidential cover to their new setting. A copy of records (which may potentially be required as evidence in the future), will be retained until the child has reached the age of 25 years.

Adverse Childhood Experiences (ACES)

ACES are serious childhood traumas that result in a toxic stress that can harm a child's brain. This toxic stress may prevent a child from learning, from playing in a healthy way with other children and can result in long-term problems.

During induction new staff members will be made aware of possible ACES as well as the effects that they can have upon a child.

ACES can include physical, emotional, sexual abuse and neglect, Domestic violence, substance misuse, parental separation, bullying, racism, sexism, discrimination, homelessness, natural disasters the list is endless.

Exposure to childhood ACES can increase the risk of adolescent pregnancy, alcohol abuse, depression, drug use, heart/liver disease, STD's, suicide attempts, unintended pregnancies; again the list is endless.

Resilience can bring back health and hope; resilience is ability to return to being healthy and hopeful after bad things happen. Research shows that if parents/carers provide a safe environment for their children and teach them how to be resilient, that helps reduce the effects of ACES.

Positive Physical Intervention:

Physical intervention will only be used by a staff member as a last resort when

managing unwanted behaviour, at all times minimal force will be used to prevent injury or damage property; it will only be used to ensure the safety of the child and the other children. In exceptional circumstances where a child is compromising the safety of themselves or others the child will be carefully held where possible by 2 adults and taken to a safety zone. Physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures. We recognise that physical contact and touch is appropriate in the context of working with children and all adults in the setting have been given safe working practice guidance during their induction; this ensures that they are clear about their professional boundaries. We also have CCTV within the nursery which records constantly, and we are able to play it back at any time, this is an extra safeguarding precaution; which we would rely on if the need occurred.

Record Keeping

Recording of information: clear records support decision-making; it is paramount that observations and records are kept, and these are factual, clear, informative and confidential. Information needs to be recorded as quickly as possible to ensure it is accurate. Very occasionally concerns may be part of a 'jigsaw' picture of abuse. It is therefore important that concerns are always recorded factually and accurately along with any decisions or action taken. This information is highly confidential and must be stored within the office and only shared on a 'need to know basis'. Records should be a factual account of what was seen and heard; containing the child's own words where appropriate. Records will be kept until the child is 25. The child is identified by name and date of birth on each page and we do not use abbreviations. Blank spaces or alterations are scored through with a single line, and the original entry remains legible. They are written in permanent black ink, dated, timed, signed and stored securely.

Records describe the care and condition of the child and may include professional opinion which would be clearly indicated. They also include the comments and views of both the child and the parents/carers.

An individual file chronology is used as a summary of incidents, concerns and actions, to support monitoring.

A safety and welfare concerns form is used to record specific concerns and are completed by the person identifying the concern. The completed record is given to the DSL immediately for consideration and /or action.

A safety and welfare concerns continuation form is used following the recording of a concern, to record additional information.

An **individual child protection file** is started for a child when:

- There are welfare and or safety concerns
- The child has been referred to the Family Front Door
- There is Children's Services Social Care involvement with the child/family
- We are participating in multi-agency support

If concerns relate to more than one child from the same family attending the setting a separate file for each child is created and cross referenced to the records of other

family members. Common records e.g. child protection conference notes are referenced in each file. Other files relating to the child, for example SEN information, are also cross referenced.

An individual child protection file includes:

- Front sheet
- Individual chronology
- All safety and welfare concern forms relating to the child
- Any notes initially recorded
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children/young people)
- Professional consultations
- Letters sent and received
- Referral forms
- Minutes/notes of meetings (copies for each child as appropriate)
- Formal plans linked to the child (e.g. Child Protection Plan)

Security, storage and retention of information: Safeguarding/child protection records kept upon the children need to be treated as confidential and only accessible to those of whom have the permission to access them. Individual files are stored securely and separately for the child's safeguarding information so that they are shared only on a need to know basis. The incident book will be stored within the office in the locked filing cabinet alongside the Safeguarding and child protection file, where each child will have its own small chronology. Any incident chronologies, welfare concern forms and body maps will be kept within a separate file within their personal information, this file will be confidential and individual file. Safeguarding records will be kept until the child is 25 years of age.

Parents have the right to access information held about their child so records are shared with them if they make this request; however, there are some exceptions; for example; if this would place the child at risk of significant harm.

Transfer of Child Protection records at transition

Records are transferred at each stage of a child's education, when they move from one establishment to another, either at normal transfer stage such as moving from nursery to school, or as the result of a move such as a transfer to a different area. They are transferred within 5 days and are passed directly and securely to the safeguarding lead in the receiving establishment. They are transferred by hand if possible or signed for if posted.

In order to safeguard children effectively, when a child moves to a new educational establishment, the receiving establishment is immediately made aware of any current child protection concerns, by telephone prior to the transfer of records.

Children in more than one setting

Where children attend more than one setting any existing child protection records are shared with the new establishment **prior to the child starting**, to enable the new establishment to risk assess appropriately.

We keep a copy of the transfer form along with a copy of the chronology of events and any records pertaining to the establishment (e.g. completed 'Welfare Concern' forms).

Children subject to a Child Protection (CP) Plan

If a child is the subject of a Child Protection Plan at the time of transfer we speak to the safeguarding lead of the receiving establishment giving details of the child's key Social Worker from Children's Social Care Services and ensuring the establishment

is made aware of the requirements of the child protection plan.

Receiving establishment unknown

If a child, subject of a child protection plan leaves and the name of the child's new education placement is unknown, the DSL will contact the child's Social Worker to discuss how and when records should be transferred. Where the records are of prior child protection/welfare concerns, and there is not an open case or a social worker involved with the family, the DSL will inform the Family Front Door. Child protection files would be retained by us and transferred to the new setting, once known, or destroyed once the child has reached the age of 25.

Building a safer workplace

Please see Recruitment Policy, Whistle Blowing Policy, Induction checklist

Within their supervisions, appraisals and staff meetings staff are asked about safeguarding and whether they have any concerns; but they also know to come to us before their supervision if they are really concerned or worried about a child, their family or a staff member.

All people within the setting will be educated around 'whistle blowing' and the role and responsibility that they play within it. They will be encouraged to voice any concerns, in good faith, without the fear of repercussion. They will be made aware of their individual responsibility of bringing concerns to my attention, this is very important where the welfare of children may be at risk.

Staff Training: All staff complete safeguarding training at least every three years. The DSL, Deputy DSL, manager and registered provider complete training at an appropriate level and refresh every 2 years. The quality and effectiveness of training is evaluated following each course and Babcock Prime training is used as we are confident that this meets the requirements of the different roles, Ofsted expectations and the recommendations of the WSCP.

Safeguarding is always on the agenda for staff meetings and all staff are provided with updates at least twice annually.

Disqualification: Staff are required to disclose any convictions, cautions, court orders or reprimands and warnings which might affect their suitability to work with children, whether these occur prior to, or during, their employment at the setting.

Showing affection towards the children- Under no circumstances are staff allowed to ask the children for a kiss, if the children wish to give us one we can offer the cheek, or ask them to blow a kiss which we can return (via an air kiss/blow). Staff can cuddle the children; to show empathy and reassure the child- always remaining professional; we have the CCTV in place to safeguard the children and staff. Staff are encouraged not to place children on their laps but if a child wants to sit on our lap, we will allow them to do so- again we have the CCTV in place to safeguard both the child and staff. Staff will not show favoritism towards a child or treat any children differently e.g. buying them gifts, always selecting them first, giving them chocolate and no one else has any etc.

Electronic Devices

Mobile phones and cameras:

Staff are all likely to own a mobile phone and wish to bring it to work. Mobile phones must be stored in the office within their own personal box, the boxes are checked during the day on a number of occasions to make sure that they are all within the office. Phones must be kept on silent; staff are permitted to have their phones during their breaks; they can only be used on the premises within the staff room. We must ensure the safe and effective usage and storage of our mobile phones; as we will continue to use them within the workplace, whilst on breaks. Under no circumstances will our personal mobile phones be used to take photographs of the children, only our onsite setting's tablets and nursery phone will be used. Staff are encouraged to give the settings contact number to their next of kin's in case of an emergency. If pictures are placed on social media of the children participating within activities parents permission is sought during a child's transition and the child's face will be blurred; parents are able to decline this from taking place

Smart Watches:

If a staff member wears a smart watch to work it is expected that they turn off notifications or Blue tooth. If it is deemed that a smart watch is impacting upon a practitioners work, they will be asked to remove it. Under no circumstances will a smart watch equipped with a camera be allowed to be worn.

Parents and carers, when on the premises will not be able to use their mobile phones, this includes to take photos of the children or to take personal phone calls or text when on site. Visitors will also be told that that they are not permitted to use their mobile phone on site.

Photographs of children may be taken in the interests of recording development and significant events; we have four Galaxy Samsung's on site that we use to take photographs of the children and the nursery phone. If an outside photographer is used, then full parent/carer permission will be sought before any photographs are taken. Additional consideration is given when photographing vulnerable children, parental consent must be given from someone who has parental responsibility, this may in some cases be from the Local Authority. Permission will be sought if we wish to include any of the children within our website, in doing so the risks will be considered and we would not include any vulnerable children; children would always be appropriately clothed.

Use of Electronic Assessment Tools:

- We have chosen to use the electronic system called Capture for our observations and learning journeys. Before we made a decision on using this tool, we trialed it for a couple of weeks and looked into the safety and security of the system. Please see the attached information sheet outlining the safety measures that have been put into place by Capture to ensure that their system is safe and secure.
- Staff have received training on how to use the Capture system safely and are all-confident within doing so, if they have any questions or concerns, they know to approach a member of management.
- Staff only use the settings devices to access the electronic journal and do not use any personal device to gain access. Staff will not access or update

children's information outside if the setting.

- Photographs are only taken on the settings tablets and the nursery phone, staff will follow the settings policy for the storage and retention of photographs.

Prevent

Prevent duty:

Prevent is one of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. All members of the management team have completed an online prevent training course which looks into signs and symptoms of potential radicalization and terrorism. Its called 'Channel General Awareness Module. We will monitor and report any thoughts, worries and/or concerns to the Department of Education on 020 7340 7264 or counter.extremism@education.gsi.gov.uk or to West Mercia Prevent team on 01386 591 835 or email on prevent@warwickshireandwestmercia.pnn.police.uk. Under the Counter-Terrorism and Security Act 2015 we have a duty to prevent people from being drawn into terrorism. We will use the promotion of British values to help build the children's resilience to radicalization; the British values we will promote include benefits of democracy, importance of laws, liberty, respect and tolerance of difference.

As a setting we have to be aware of and recognise that children with disabilities and additional needs are more likely to be subject to abuse and neglect. There are a number of reasons why, these may include:

- They are unable to communicate what is happening
- They may be more vulnerable
- Lack of understanding of acceptable and unacceptable behaviors.
- Unable to defend themselves.

We must be aware of these barriers and be confident within recognising suspected abuse and supporting children with disabilities and additional needs.

Visitors to KLT's

When KLT's has a visitor, their identification will be thoroughly checked before they are allowed to enter the premises, they will be given brief Health and Safety information and asked to complete the visitor's register. When inside the setting no visitor will be left on their own with the children at any time.

For any further information, support or advice we can contact the Family Front Door, LADO, Yellow safeguarding folder, document 'Working together to Safeguard Children' or visit www.worcestershiresafeguarding.org.uk or simply give someone within the Early Years Team a call for further signposting or general advice. (01905 678134) We would also directly contact the Police if we felt the need for a non-emergency, we would call 101 and for an emergency 999.

At Kirsty's Little Treasures:

- All necessary steps are taken to keep children safe and well
- We ensure all staff members are able to recognise signs of possible abuse and neglect through a thorough induction process, safeguarding training and effective supervision.
- The WSCP recommendations regarding staff training are followed.
- Current Safeguarding certificates are stored within staff's individual files.

Finally:

- We trust our judgment.
- If we are concerned about a child, we will seek advice
- We will improve our knowledge and experience through training opportunities
- We will report earlier not later
- We always ensure that we work in a way that will keep the children in our care safe from harm.
- We need to respectfully disbelieve in some cases.

This policy will be reviewed annually or when an incident occurs or there are new local or national policies and procedures. The review process will be led by the registered provider and the DSL and include all those working in the setting.

THE WELFARE OF THE CHILD IS PARAMOUNT