



Safeguarding Policy

Section One - Purpose

As a registered childminder I, Nina Holloway, have a duty to be aware that abuse does occur in our society. This policy lays out the procedures to be followed if I have reason to believe that a child in my care is subject to any form of abuse or neglect. My primary responsibility is the welfare and well being of each individual child in our care. As such I believe I have a duty to the children and parents/carers to act quickly and responsibly in any concern that may come to my attention.

Section Two – concerns about a child / children

If there is a concern about a child I have a duty to contact Children's Social Care (CSC) linked to the area where a child lives:

- Weymouth 01305 760139
- Dorchester 01305 221450
- Bridport 01308 422234
- Out of hours service 01202 657279

I would speak to the CSC duty officer / social worker to share my concern over an incident or emerging pattern of concerns. The duty officer / social worker will discuss with their own manager and decide upon further action, if applicable. If the initial contact is taken by CSC as a referral, the setting should send a written report within 48hrs.

Physical Abuse

Action will be taken under this heading if I have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

Procedure

1. Any sign of a mark or injury to a child when they come into my care will be recorded, discussed with the parent, and the parent asked to countersign the existing injury record. Parents/carers

will have been informed of this procedure when they join the setting.

2. The observed instances will be recorded and any marks recorded on a body map if the injury is clear to see and this adds to the description of the injury
3. If there appears to be any discrepancy or query regarding the injury or the injury is discovered after the parent/carer has left and the child discloses the name of the person causing the injury, this will be shared with CSC who may be notify the police if there is any concern that the child is in danger of significant harm.

Sexual Abuse

Action will be taken under this heading if I have witnessed occasions where a child indicated sexual activity through words, play, drawing or had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour.

Procedure

1. The observed instances will be recorded.
2. The matter will be referred to CSC who will notify the police if there is any concern that the child is in danger of significant harm.

Emotional abuse

Action will be taken under this heading if I have reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child caused by persistent or severe maltreatment or rejection.

Procedure

1. The observed instances will be recorded.
2. The matter will be referred to CSC who will notify the police if there is any concern that the child is in danger of significant harm.

Neglect

Action will be taken under this heading if I have reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Procedure

1. The observed instances will be recorded.
2. The matter will be referred to CSC who will notify the police if there is any concern that the child

is in danger of significant harm.

The Children Act of 1989 places a duty on CSC to investigate such matters. As a registered childminder, I, (Nina Holloway) will follow the procedures set out by DSCB and will take guidance of CSC on further action or procedures to be followed. All records will be kept confidential on a need to know basis.

Allegations of child abuse or neglect could lead to a criminal investigation so I will not do anything to jeopardise this, for example, ask a child leading questions or attempt to investigate allegations themselves. If initial clarification is needed or if requested by CSC, I may use open ended questions (T.E.D. tell me, explain to me, describe to me) but should be mindful that CSC and Police are responsible for child protection matters.

Section Three – allegations against myself, a member of my family or visitor

Action will be taken under this heading if a concern is raised or allegation is made against any of the above which suggests that a child has been harmed or is vulnerable to abuse.

Procedure

1. This should also be notified to me who will contact CSC for advice (see tel. nos. above) and direction of procedure to follow. Alternatively a parent or carer may contact CSC themselves.
2. Ofsted should then be notified of the allegation.
3. In all cases a record of the report, which is timed, dated and includes a clear name or signature must be made.
4. Suspension of my childminding service may be considered necessary if:
 - there is cause to suspect a child is at risk of significant harm, or
 - the allegation warrants investigation by the police.

Full DSCB guidance and procedures on Managing Allegations is found in “Working Together to Safeguard Children and Young People 2013”.

Section Four – ensuring suitability of childminders to work with children

In accordance with the Childcare Act 2006 and EYFS Welfare Requirements, myself and family members (aged 16yrs and over) living or working at the setting will be subject to rigorous checks and references (Enhanced Criminal Record Bureau check, health check, reference check under our Safer Recruitment and Selection Policy and Procedures).

I must:

- Give comfort and support to the child as appropriate
- Not force the child to talk about the abuse or ask leading questions
- Maintain confidentiality for the protection of the child and family
- Speak to children’s social care to ensure that appropriate action can be taken
- Record, using clear language, what has been seen or heard
- I must ensure that my conduct (or that of assistants / family members) is at all times exemplary and in does not put children in danger or bring the setting into disrepute

Full DSCB guidance and procedures on a code of conduct for people working with children is found in "Working Together to Safeguard Children and Young People 2013".

Visitors including students who have not undergone these checks will be fully supervised and never left alone with children.

Visitors will be asked to sign in and read a statement regarding our commitment to safeguarding children and young people.

Section Five – working with parents and carers

Parents/carers will be provided with a copy of this document when their child begins which will be explained in a clear way so as not to frighten, upset or accuse but to impress upon them the commitment to their child's well-being.

Parents/carers will be reassured that allegations against myself, family members, assistants, visitors, of abuse or neglect will be taken seriously and will be reported to CSC to investigate. The concern should be made to me or if I am the person who is the subject of the allegation, directly to Children's Social Care.

At all times the child or young person's well-being comes first, I have the right to seek advice, regarding a concern they may have about a child, before discussing it with the child's parent. If the child is thought to be at risk of significant harm, a referral may be made to CSC without having first discussed it with the parent.

Section Six – follow on

If a concern or allegation is reported to me a decision will be made regarding the next step which could be to discuss the concern with the parent/carer; take further advice; or to raise the concern with CSC. The duty Officer / social worker will advise me on necessary procedures, depending on the severity of the concern. CSC may investigate if the concern has reached the threshold for this to be taken forward.

The CSC office may arrange a visit to the family / setting to see the child and parents for themselves. If this leads them to suspect a child has been abused or neglected, advice and support will be offered to improve the care of the child.

I will continue to provide the best care for the child and work to support parents/carers in a confidential, non-judgemental manner.

Section seven – Whistle Blowing

Everyone connected to my setting should be aware of their duty to raise concerns, where they exist, about the management of safeguarding. Any such concerns should be raised with me. If your concern is about me contact Children's Social Care.

Section eight – Prevent Duty

I comply with the requirements of the Prevent Duty Guidance and its aim to protect children from radicalisation, extremism and being drawn into terrorism.

I am aware of the Government PREVENT strategy which aims to protect children from terrorism and radicalisation and I want to share with you how I will incorporate the strategy into my safeguarding procedures.

Definitions

Terrorism

The Terrorism Act 2000 defines terrorism as: “The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes: serious violence against a person; serious damage to a property; a threat to a person’s life; a serious risk to the health and safety of the public; or serious interference with or disruption to an electronic system.”

Radicalisation

Refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

I understand that the PREVENT strategy will require early years providers to identify any children who are considered to be at risk of being involved in terrorism or radicalised and refer them to the Local Authority. British values – alongside the PREVENT strategy, the Government has stated that all early years providers must teach children about and actively promote fundamental British values. The Govt have stated that early education funding will be withdrawn from any providers who do not comply with this requirement and Ofsted will judge how effectively British values are taught during inspections. Fundamental British values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and must be taught in age-appropriate ways.

My commitment to teach children British values

I am committed to providing the highest quality care and learning for all children. I recognise the requirement from the Department for Education (inspected by Ofsted) to ensure children are protected from radicalisation by those wishing to unduly, or illegally, influence them. I am committed to teaching the children in my care about British values which are embedded in everything I do. Ofsted guidance states that the requirement to teach children British values aims to “promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.”

The government defines British values in the Prevent Strategy as:

- Democracy
- The rule of law
- Individual liberty and personal responsibility
- Mutual respect
- Tolerance of those of different cultures, faiths and beliefs

To ensure I comply with these government requirements I have reflected on my teaching and

curriculum and considered how we promote British Values in our provision –

Democracy –

- Children are treated with respect and dignity;
- Their views are requested and always considered;
- They are given choices about where they want to go and what they are doing;
- When we buy new resources or make changes to the provision children are consulted;
- Believe in free speech for all;
- When a child says 'no' we stop and think more carefully about what we are asking them to do.

The rule of law –

- Children are taught about right and wrong and contribute to our behaviour goals;
- Reminders about appropriate behaviour are displayed in the playrooms;
- Children are encouraged to reflect on their behaviour during group activities using props and books appropriate for their ages and stages of learning;
- Themes such as 'people who help us' support children to learn about the police and emergency services and their role in our society.

Individual liberty and personal responsibility –

- Children understand the need for rules to keep them safe;
- They support the younger children;
- They recognise the need to respect resources and equipment;
- Children's successes are in their Learning Journals which are regularly shared with parents;
- Children are given shared responsibility for ensuring the provision is safe for everyone;
- Independence is promoted from the earliest age.

Mutual respect –

- We use role play and group sessions to teach children how to show empathy for and understanding of others;
- Personal, social and emotional development is embedded in our day-to-day curriculum;
- Children learn how they can share and take turns with others in respectful ways;
- Adults and older children are positive role models;
- Positive images and stories of disability promote equality of opportunity for all;
- Children are always spoken to respectfully;
- Close working partnerships with parents and other settings children attend help us to raise outcomes for all children;
- As part of our balanced curriculum group activities support children to learn about British festivals such as St George's Day and special days celebrated by our British Royal family.

Tolerance of those of different cultures, faiths and beliefs –

- Children are taught about modern Britain through group activities which help them to learn in age appropriate ways about their local area, art, history, special days and the country in which they live;
- They learn about Christianity as the major religion of the country in which they live;
- We plan activities to help children mark special days from other religions, countries and

cultures through our group planning to teach them to respect the views and beliefs of others;

- The children learn about their place in the wider world through books, multicultural and diverse resources, displays and themed activities;
- The children are taken on outings to learn about the area of Britain in which they live.

Please note, this policy has been adapted from the Dorset Early Years Team “Safeguarding Children and Young People Policy and Procedure” template, which has been written to ensure that it follows the guidance laid down by the Dorset Safeguarding Children Board (DSCB).

If you have any concerns regarding this policy please discuss them with me.

Childminder’s name: Nina Holloway

Childminder’s signature:

Date policy was written: 24 January 2016

This policy is due for review on the following date: 23 January 2017