



## **Safeguarding Children Policy for Students and Volunteers** **2017**

**Safeguarding and promoting the welfare of children, in relation to 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 have the best outcomes

*(Definition taken from the HM Government document 'Working together to safeguard children 2015').*

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 policy, therefore this document should be used in conjunction with the other nursery policies and procedures.

At Safe Haven Day Nursery we will work with children, parents/carers, 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, be helped to thrive and to be safe from any abuse whatever form.

**To do this, we will:**

- 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
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate

Our 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 the nursery manager - **Sarah Jenkinson**.

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

- Safeguarding Vulnerable Groups Act (2006)
- Early Years Foundation Stage (EYFS) (2014)
- Working together to safeguard children (2015)
- Counter-Terrorism and Security Act (2015)

All individuals who work with the children have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, we will often be the first people to sense that there may be a problem. We may well be the first people in whom children confide about abuse or to spot changes in a child's behaviour which may indicate abuse.

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/carers and staff to act quickly and responsibly in any instance that may come

to our attention. This includes sharing information with any relevant agencies. 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 and others located within the nursery, i.e. students and volunteers.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that students and volunteers feel confident and supported to share information so that staff can seek the help that the child may need
- Ensure that students and volunteers fully understand the safeguarding policy and procedure, and are then supported identify possible signs of abuse, understand what is meant by child protection
- Ensure that students keep the child at the centre of all we do
- Regularly review and update this policy with students and volunteers where appropriate and make sure it complies with any legal requirements, guidance or procedures issued by the Nottinghamshire Safeguarding Children Board.

Students and volunteers should understand that children should 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.

#### **Staffing and Volunteering**

It is the policy of the nursery to provide a secure and safe environment for all children. The nursery will only allow an adult who is employed by the nursery to care for children and who has an enhanced clearance to be left alone with children. It won't allow students or volunteers to be alone with children or any other adult in the nursery regardless of whether or not they have a DBS clearance.

All students will receive basic safeguarding training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers, and knowing who to report your concerns to so that we continue to create a safe and secure environment for the children in the nursery.

We have a named person within the nursery who takes lead responsibility for safeguarding and co-ordinates safeguarding issues, known as the Safeguarding Designated Person (SDP). You should report any concerns, observations or disclosures to our SDP so that we can carry out the relevant procedures to protect the child.

The Safeguarding Designated Person (SDP) at Safe Haven Day Nursery is **Emily Morley**.

- We provide adequate and appropriate staffing resources to meet the needs of children
- We give volunteers and student's opportunities to declare changes that may affect their suitability to care for the children including anything in their private life, family members or medical background.
- We abide by the requirements of the EYFS and any Ofsted guidance in respects by obtaining 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
- All students will have enhanced DBS checks conducted on them before their placement starts
- We will ensure that volunteers and students do not work unsupervised, in order to protect us and yourself
- We have procedures for recording the details of visitors/volunteers and students to the nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorised person has unsupervised access to the children

#### **Types of abuse.**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them, or by failing to prevent this happening to them. Children may be abused within a family, organisation, or community setting by those known to them or by a stranger. This could be an adult(s) or, another child or children.

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

#### **Indicators of child abuse:**

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries

#### **Recording suspicions of abuse and disclosures.**

As a student or volunteer, if you have any suspicions of abuse or a child has made a disclosure to you (which could just be a simple comment made within their play, for example.) You should report this to the nursery manager - **Sarah Jenkinson** or the Safeguarding Designated Person (SDP) - **Emily Morley**. Where we would then take appropriate actions.

You may be asked a few questions if a disclosure has been made to you in order for us to gain and record correct and accurate details. These records will then be kept in a confidential file, where the concern's then monitored closely.

If a child begins to talk to you about potential abuse it is important **not to promise the child complete confidentiality**. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure it is vital details are logged accurately. Where the matter will then be dealt with by following the appropriate procedure set out on our Safeguarding children policy for **staff**.

#### **Physical Abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged on an accident at home form and discussed with the nursery manager or room leader. So, it is within your role to raise this to a member of staff if ever you notice an injury to a child.

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 a member of staff to ensure that the correct procedure is allowed to keep the child safe.

#### **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 including physical illness, e.g. through poisoning, starvation, or an appropriate 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.

**Procedure:**

As a student, if you notice that a child has a mark or injury that has not been picked up on, on arrival at nursery then it is your responsibility to make a member of staff aware of this so that we record this and discuss with parents/carers and relevant agencies at the earliest opportunity.

**Sexual abuse**

Action needs to be taken under this heading if you have witnessed occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive pre-occupation with sexual matters, or had an inappropriate knowledge or adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge or bruises between the legs or signs of sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

**Sexual Exploitation**

This is a form of abuse where a child is sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact; it can happen online.

Indicators of sexual exploitation could be, children who appear with unexplained gifts or new possessions, associate with other people involved in exploitation or they may have older boyfriends and girlfriends. Children who suffer from sexually transmitted infections or become pregnant, or misuse drugs and alcohol, self-harming and physical injuries (bruising) would be indicators. Or, if a child's emotional well-being changes, i.e. they become insecure, withdrawn, upset (anything out of character for that individual.) if a child goes missing for periods of time, they are regularly late, or regularly misses education (or does not attend completely) those too would be indicators and be a big cause for concern.

**Procedure:**

If a child starts to talk openly to an adult about abuse they may be experiencing; you should pass this information on to the SDP or nursery manager to enable us to follow the correct procedure, to ensure the child's safety. You should reassure the child and listen without interrupting if the child wishes to talk.

**Emotional abuse**

Action should be taken under this heading if you 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 ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. 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 may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

**Procedure:**

The concern should be discussed with the nursery manager - **Sarah Jenkinson** or SDP - **Emily Morley**. Where we will then complete the relevant actions in order to protect the child's safety and welfare.

**Neglect**

Action should be taken under this heading if you 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, starvation or failure to seek medical treatments when required on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery with the same nappy they went home in or a child having an illness that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

**Procedure:**

You must pass on your concerns to **Emily** or **Sarah**. Where this will then be recorded, monitored and taken very seriously. Relevant procedures will be followed if we feel action needs to be taken.

**Confidentiality**

As students, you must remember how important it is to not make any comments either publicly or in private about parents/carers or staffs supposed or actual behaviour. This is confidential and should only be spoken about with the relevant people. However support will be provided by the SDP - **Emily Morley** or the nursery manager - **Sarah Jenkinson**, if you feel you need to discuss any matters relating to your observation or a disclosure that was made to you.

**Employees, students or volunteers of the nursery, or any other person working on the nursery premises.**

If an allegation is made against a member of staff, student or volunteer or any other person who works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure set out in our policy. These types of behaviours would be:

- 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.
- Behaved in a way that indicates he/she is unsuitable to work with children.

These behaviours should always be considered within the four categories of abuse, which includes concerns relating to inappropriate relationships between members of staff and children. For example; sexual relationships, grooming (this isn't just meeting the child, it is also sending inappropriate text messages, gifts, images, social networking sites and chat rooms) and also possession of inappropriate photographs.

**Whistle-Blowing**

Students/volunteers are made aware of nursery's whistle-blowing policy and should feel confident enough to voice concerns about the attitude or actions of a member of staff.

**Procedure:**

The allegation or concern should be reported to the SDP. If this person is absent or is the subject of the allegation or concern, then this should be reported to the senior manager on duty instead. An allegation or concern may arise from a number of sources e.g. Report from a child, concerns raised by another staff member, complaint by parent or in context of the member of staff and their life outside work or at home.

Every effort should be made to maintain confidentiality and guard against publicity while investigation are taking place. We should always consider the impact that it is having on the child and provide appropriate support.

The nursery reserves the right to suspend any individual who is at the centre of or connected to the allegation, during an investigation. Especially when it is suspected the child is at risk or has been significantly harmed, the allegation warrants investigation by the police.

### **Mobile Phones and Cameras.**

All mobile phones should be put in your locker or bag, in the staff room, at all times before starting work. Where they can be used in the staff room on allocated breaks and dinner times. They should never be used whilst walking through any of the rooms. Personal cameras should not be used unless in the staff room.

### **The Prevent Duty.**

As students and volunteers you will also be expected to build the children's resilience to radicalisation by promoting British values and enabling them to 'challenge' extremist views. This is about providing a safe environment which children can learn to understand the risks of terrorism. This enables them to develop knowledge and skills in order to do this. Which will support the children to stay safe and we will promote their welfare by doing this.

This should be done in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

You should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs, concerning behaviours or want to hide their own views.

#### **Procedure:**

Concerns must be passed onto the appropriate people. Either your mentor, the nursery manager - **Sarah Jenkinson** or Designated Safeguarding Person - **Emily Morley**. This will then be appropriately dealt with.

This policy was adapted on:	Print name and Sign on behalf of the nursery:	Date of next review:
January 2017.	Emily Morley.	January 2018.