

Little Cubs Academy - Greenwich Safeguarding and Welfare Requirements 3.4, 3.5, 3.6, 3.7, 3.8

Child Protection and Safeguarding

Our Commitment to Safeguarding Children

Little Cubs Academy always considers the health, development, safety, security, welfare and well-being of the children to be paramount. We recognise the fundamental importance of the bond between the child and their parent/carer and aim to provide support and assistance in strengthening this in any way we can. With this in mind, we view it as our responsibility to identify and act on any concerns for children or their parents/carers across the entire safeguarding spectrum of need, from early low-level support to targeted interventions, through to child protection.

Our primary responsibility will always be to the child, as laid down in the '*What to do if you are worried a child is being abused*' and '*Working together to safeguard children*' guidance, which all of our staff have a summary of. We work to the Early Years Foundation Stage, Safeguarding and Welfare Requirements and other relevant legislation, as well as advice and guidance from Royal Borough of Greenwich Local Authority.

Winscome Collins
Royal Borough of Greenwich
Tel: 020 8921 6627

This safeguarding policy and accompanying child protection procedures set out in detail our approach to safeguarding children and/or their parents/carers. We will review this policy every year (or as required) as a reflection of our commitment to safeguarding children and their families. This will be in addition to ongoing reflection/review and update to our practice, which we include in our self-evaluation documents.

Designated Safeguarding Officer

The setting has a Designated Safeguarding Officer, who is a member of the staff team. This officer has the suitable training and expertise, which is updated at regular intervals.

The Designated Safeguarding Officer for Little Cubs Academy Greenwich is **James Cuffin** and in her absence the Deputy Designated Officer is **Hope Bassey**.

The key responsibilities of the Designated Safeguarding Officer are:

- to be a key point for liaison between the setting and other professional services including the Safeguarding Children Team of Children's Services and Ofsted;
- to develop a strategy for staff training, professional development and support.

Working in Partnership with Parents/Carers

The Little Cubs Academy staff team aims to work in close partnership with parents/carers. We encourage parents/carers to feel that they can openly discuss any concerns they may have regarding either their own child and wider family and / or

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another child or parent/carer. We are equally open to any feedback on our staff conduct.

When we have concerns of a safeguarding nature, for either a child or their parent/carer, our aim will always be to provide ongoing support and advice (whether or not a referral is made to the Safeguarding Children Team of Children's Services or other services). In the vast majority of cases, parents/carers will be contacted before we make a referral to any service. However, if there is an immediate concern about the child's welfare or safety, including where the parent/carer appears mentally or physically unwell or incapacitated in any way, then we may need to contact the Safeguarding Children Team of Children's Services without the parent's/carer's knowledge, to agree how to proceed.

Concerns of a safeguarding nature will not be made public within the setting; they will however need to be shared with other professional services.

Key Responsibilities in Safeguarding Children and their Families

The setting team receives regular training in safeguarding children and is familiar with their legal responsibilities, including the procedures to be followed should an allegation be made against either a member of the team, or inappropriate behaviour from other adults. Staff update their safeguarding training every three years and all new members of the team (including students, agency and support teachers/volunteers) are informed of their responsibilities during the induction process.

Little Cubs Academy's key responsibilities are as follows:

- Be alert to possible signs of abuse, neglect or concern for a child, parent/carer or a member of the setting team's welfare.
- Be aware of the child protection procedure and how to follow it when concerns arise.
- Report any concerns of a child protection nature to the Designated Safeguarding Officer.
- Keep clear and accurate records on safeguarding or welfare concerns (these confidential records should include clearly signed and dated entries and be stored securely).
- Make **ALL** staff aware of their responsibilities under the Safeguarding Vulnerable Groups Act 2006.
- We have regard to *Working Together to Safeguard Children* guidance 2018.
- Provide ongoing support and advice to parents/carers, including help in developing capacity to meet their child's needs or assistance in accessing a range of services in the area.
- Discuss safeguarding and child protection within meetings.
- Provide appropriate activities for children and their parents/carers with regard to staying safe.
- Establish and maintain professional relationships with children and their families.
- Adopt consistent safe work practices across the setting that reflect a proactive attitude towards promoting high standards in childcare and preventing allegations against staff and complaints arising.
- Record all existing injuries and/or concerns that a child has come into the setting with.
- Contact the local authority with any concerns, in accordance with reporting procedures.
- If we are concerned that a child is in immediate danger, we reserve the right not to inform the child's parents/carers especially if sexual abuse is suspected.

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Safe Caring

All staff, students and volunteers are carefully recruited, have verified references and have a full Enhanced DBS check or a Disclosure and Barring Service check. As a part of the induction process, principles of safe caring are also addressed, which include the expectation that all staff work to Little Cubs Academy Code of Professional Practice.

Key principles of the code to ensure the safety and security of all the children in our care, include:

- being responsive, warm and nurturing towards children, including being open to children's displays of affection;
- following the setting's agreed procedure for personal care routines;
- being approachable, warm and friendly, without losing objectivity, blurring or breaching professional boundaries, i.e. educators and the wider setting team being friendly, but not friends with parents/carers;
- refraining from entering into personal, social, romantic or sexual relationships with parents/carers or their children;
- striving to avoid the giving of 'special attention' or having 'favourite' children or parents/carers;
- ensuring that any professional discussion about a child or their parent/carer is not conducted in their presence, unless in open discussion, where they have equal opportunity to express themselves, i.e. not talking or gossiping over children's or parent's/carer's heads.

Steps Taken when a Child Protection Concern Arises

Little Cubs Academy staff team recognises that a concern for a child's and/or parent's/carer's protection, welfare, safety and/or well-being can arise at any time during the day and can come to an educator's notice through:

- a child's behaviour, including signs of discomfort or distress
- physical signs of harm or neglect
- what a child or parent/carer might say
- information received from another party.

Having identified the concern for the child, it will be necessary to assess the level of seriousness and consider the most appropriate course of action. Such decisions should be made in consultation with the Designated Safeguarding Officer and where the matter relates to an allegation against a member of staff, student or volunteer, the Head Teacher (see section below – Allegations Made Against Staff, Student or Volunteer). The Safeguarding Children Team of Children's Services is available to provide advice and assistance as to whether:

- the concerns meet the threshold for referral to their service; or
- whether a referral should be made to other services as a response to a child or parent/carer 'in need', including completion of a common assessment (CAF) with the parent/carer; or
- the setting should provide a package of support, including initiating the completion of a CAF, as appropriate.

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Details of the concerns for the child and/or their siblings and parents/carer will be noted as soon as possible after the observation or disclosure is made. Written records will be signed (with printed name in brackets), dated and stored securely, separately from the child's observation records.

Allegations Made Against Staff, Student or Volunteer

Allegation

'Information which comes to light which suggests an employee, volunteer or contractor may have hurt or harmed a child, committed a criminal offence against a child or has behaved in such a way towards a child or young person that they may be considered as unsuitable to continue in their current employment or in any capacity which involves working with children.'

Cited from the document: Handling Allegations of Abuse made against Adults who Work with Children and Young people created in May 2009.

Taken from the website:

<https://www.education.gov.uk/.../Handling%20Allegations%20Practice%20Guidance>

The setting will always consider an allegation made against a member of staff, student or volunteer as a child protection matter in the first instance. In **all** cases the Head Teacher and Registered Person must be informed of the allegation at the earliest opportunity, as they hold both a duty of care towards all children and parents/carers and a legal obligation to act as a 'reasonable employer' towards the member of staff.

A referral will be made to the Safeguarding Children Team of Children's Services and Local Authority Designated Person (LADO):

Winscome Collins
Royal Borough of Greenwich
Tel: 020 8921 6627

and the Head Teacher will co-operate fully in the investigation process, as appropriate.

Little Cubs Academy's disciplinary procedure will **only** be initiated in agreement with the Safeguarding Children Team of Children's Services and the LADO. Ofsted will be informed of all allegations made against staff (including agency educators), students or volunteers by the Head Teacher and Registered Person.

Allegations made against staff, students or volunteers will not be made public knowledge within the setting. It is recognised, however, that those who need to know that a suspension has been made, if appropriate, will not need to know the nature of the suspension. This must be kept confidential.

The Independent Safeguarding Board, any appropriate professional body and the vetting and barring board will be informed, should any staff, student or volunteer be dismissed on the grounds of childcare-related misconduct.

Under no circumstances will the setting allow staff, students or volunteers to be 'let go' or resign where an allegation of childcare-related misconduct has been made.

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We fully adhere to the EYFS 2017 and educators are informed of the signs to be aware of if they are concerned about any adults (staff, parent, volunteer and student) behaviour.

The EYFS 2017 states: ***‘inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.’***

Cross reference Plymouth and Birmingham review, where staff behaviour was of concern.

Prevent Duty

Little Cubs Academy takes the Prevent Duty guidance extremely seriously.

The Prevent Duty comes under our safeguarding and child protection policy and procedure.

These link the main principles of British values:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

We promote British values as an integral part of our EYFS curriculum. For example:

- Children learn about the principles of democracy because they are involved in decision making and have choices about where they play and what they play with.
- The rule of law features throughout our approach to supporting children’s behaviour, within the resources we have, to identify people who help us such as police officers.
- We focus on building children’s self-confidence and encourage their thinking skills to endorse the principles behind the value of individual liberty.
- We are committed to ensuring equality of opportunity and all cultures and beliefs are valued and promoted through a range of activities such as learning about different cultural festivals and proactively challenging negative attitudes and stereotypes.

These principles form an integral part of Little Cubs Academy and can be seen in practice linking to the seven areas of the Early Learning Goals and three characteristics of effective teaching and learning.

As with other behaviours, staff are alert to those that would be a cause for concern and have an impact on children’s well-being and safety.

These are:

- Staff know the procedures to take if they are concerned about a child’s behaviour and are able to swiftly identify children who may be at risk of radicalization.

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- Staff would record information to share if need be with the police, Prevent co-ordinators, channel police practitioners and their LSCB. They would also work in close partnership with these professionals and organisations, to endeavour to safeguard children.
- In line with equality of opportunity, challenge and discuss with children negative stereotypes and attitudes – this is closely linked to children’s personal, social and emotional development.

All members of staff have and will include this useful online course, cross reference CPD files for further information.

http://course.ncalt.com/channel_General_Awareness/01/index.html

Child Protection Procedure

Child abuse can manifest itself in a variety of different ways – some obvious, some not so obvious. All of Little Cubs Academy’s staff should be vigilant to possible clues to harm, including:

- significant changes in children’s behaviour;
- deterioration in their general well-being;
- unexplained bruising, marks or repeated ‘accidents’ whilst in the parent’s/carer’s care;
- injuries to children, reported by parents/carers, that appear to be inconsistent with the explanation given;
- neglect, including untreated injuries, failure to provide appropriate medical care, suggestion of numerous ‘carers’ for the child etc.;
- comments a child might make, including disclosure of harm;
- observed change in the parent’s/carer’s coping capacity, including concern for their physical, mental and emotional health and well-being (influence of drugs/alcohol and/or signals of domestic violence);
- any signs of harm caused to children by work colleagues or other professionals in positions of trust.

The setting will respond to concerns of a child protection nature with sensitivity and professional responsibility, in line with their legal obligations. We encourage staff to trust their professional instincts if they believe either a child or parent/carer is being harmed or is at risk of harm.

All staff should apply the following principles to practice:

- Be receptive and observant to both children and parents/carers within the setting. Where observations are made of a concerning nature, these should be recorded as soon as possible. The record should include exactly what was seen or heard, who was involved, any intervention made by staff and relevant observation made by colleagues. Care should be taken to distinguish between fact and opinion. It is appropriate to make professional comment, based on experience, but this **must be** identified as a professional view.
- where either a child or parent/carer is in conversation with a member of staff (or making a disclosure), care should be taken to:
- listen carefully to what is being said and the physical and emotional responses of the child and/or parent/carer as they are talking;

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- be non-judgemental nor give opinion about what is being said;
- ask open-ended questions only, (who was there, how did that happen?) according to the level of understanding – a couple of questions to a child is usually enough to understand what they are telling you;
- not make promises that cannot be kept e.g. promising not to tell anybody;
- care should be taken to respond to such situations in a calm and reassuring way. If appropriate staff may then suggest to the child or parent/carer that they go to talk to the Designated Safeguarding Officer together;
- details of the observation and/or disclosure (and accompanying record) should be taken to the Designated Safeguarding Officer as soon as possible;
- The Designated Safeguarding Officer and educator should discuss the concerns for the child and/or parent/carer and reach a decision as to the most appropriate course of action. Reference should be made to the attached sheet, which gives details on possible manifestations of harm. The Safeguarding Children Team of Children’s Services is available to provide advice and assistance in this.

The Role of the Designated Safeguarding Officer

Where the parent/carer is still in the building, they should be asked about the harm to the child and the circumstances surrounding it. Where the parent/carer is no longer in the building, they should be contacted to gather relevant information prior to making the decision to contact the Safeguarding Children Team of Children’s Services or not.

Where concerns relate to possible child sexual abuse, the parent should NOT be contacted.

Equally, the parent(s)/carer(s) should NOT be contacted in the few cases where it is believed that this would place the child at further risk of harm – e.g. if the parent appears quite seriously mentally unwell or has been violent or threatened violence.

- A referral to the Safeguarding Children Team of Children’s Services should be made where a child has been harmed or is at risk of significant harm or impairment. This referral should be made to the borough or authority in which the child resides, using the appropriate referral form and attaching relevant information.
- All relevant information known to Little Cubs Academy should be shared, including the following details:
 - The child and parent’s names, child’s date of birth, address and details of the household.
 - The ethnic origin of the child and parent/carer, their first language and any disability or specific needs.
 - Detailed information about concerns that led to the referral, dates and times of observations, conversations and/or incidents, including whether these were observed by referrer or reported by another member of staff.
 - Any significant known family history.
 - Knowledge of any agencies, services or professionals involved with the family.
- A log of the phone calls made, including times and the name of the person spoken to, should be kept. The setting owner should be informed that a referral has been made.

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- Where the threshold has not been met for a referral to the Safeguarding Children Team of Children's Services, consideration should be given to:
 - whether a referral should be made to other services as a response to a child or parent/carer 'in need', including completion of a Common Assessment Form (CAF) with the parent/carer; or
 - whether the setting should provide a package of support, including initiating the completion of a CAF, as appropriate.
- In all cases information should be shared as appropriate with a wider network of professional services, in most cases with parental knowledge. Sensitivity should be exercised in keeping confidential information private.
- It is the responsibility of the Designated Safeguarding Officer to ensure that feedback is received from the Safeguarding Children Team of Children's Services. Where it is believed that an inappropriate response has been made, this should be questioned and a referral escalated through the higher management levels of the service as necessary.
- In circumstances where a member of staff is not satisfied that the Designated Safeguarding Officer has taken appropriate action in the best interests of the child, they should, in the first instance, attempt to resolve this with the officer concerned. If professional discussion does not result in satisfactory resolution, the member of staff may then make a referral to the Safeguarding Children Team of Children's Services themselves.

The contact details for the Safeguarding Children Team of Children's Services

**Greenwich Multiagency
Safeguarding Hub (MASH)
Tel: 020 8921 3172**

Recording Devices, Cameras and Mobile Phones

Working with children can involve taking images with a range of devices. This can enhance our understanding of the child, their needs and to help plan for the next stage of their development. Photographs are regularly shared with parents/carers and used to great effect in the child's learning adventure.

All photographs are taken with due regard for the law and the need to safeguard the child's privacy, dignity, safety and well-being. No photographs will be taken for personal use. No photographs will be taken on personal digital media, such as: tablets, mobile phones, watches or any other recording device, which are NOT allowed in any children's areas of Little Cubs Academy. If personal digital media devices are used in any manner in any of the children's areas of the setting, this will lead to an instant disciplinary hearing.

Digital media can only be used during lunch breaks, before or after work and away from **ANY** children, and are not to be used in any children's rooms or areas, including the outdoor area.

They are to be switched off and sealed in a locker (or secure place as deemed fit by the management team) whilst at work. They are not to be placed in a pocket with easy access.

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All parents/carers have the opportunity to grant or withhold the use of photographs of their child. Some may not wish any images to be inserted in the local paper or on the website; some may not wish any photos at all. Each child and their parent/carer may make individual requests and these will be followed without question.

Teachers have access to e-learning journeys and have signed a confidentiality agreement to state that they are not to share any children's photographs outside the setting, neither are they allowed to take off site children's and family photographs or any information that relates to them.

No Little Cubs Academy staff member is allowed to use a personal recording device, within any areas of the setting.

Children's images may be shown on the setting's digital photo frame as long as all children in the images have a signed parental consent to allow this.

On occasions, group play may be photographed to show a particular area of learning and this may be added to a number of children's learning adventure folders as photographic observations. This will only be permitted if the parents of all children captured have given written permission. These photographs and learning adventure folders are not to be taken off the premises by staff at any time.

Photographs for our Management software are taken on tablets and uploaded to password protected folders on nursery computers.

All visitors and parents will be asked not to use their mobile phones and other digital devices whilst they are in the setting. They will be informed of this when they sign the visitor's book.

Staff, students and volunteers will be asked to leave their mobile phones and other digital devices in a locker or in a lockable container in the office.

Categories of Harm

Abuse and neglect are forms of maltreatment. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non- penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm and danger;
- ensure adequate supervision (including the use of inadequate caregivers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Staff are also alert to the impact of domestic violence on children. They are also mindful of incidents relating to female genital mutilation.

Important references:

- Keeping Children Safe in Education 2015
- Local Safeguarding Children Boards Procedures
- The Children’s Act 1989
- The Children’s Act 2004
- The Counter Terrorism and Security Act 2015 (this includes the prevent duty)
- The EYFS 2017
- Serious Crime Act 2015 (reference Female Genital Mutilation)
- What to do if you are worried a child is being abused 2015
- Working together to safeguard children 2018
- Information Sharing 2018

Review Date	Name	Position	Signature
16.4.20	Ingrid Bard	Operations Manager	<i>Ingrid Bard</i>