



5. SAFEGUARDING AND CHILD PROTECTION POLICY

Name and contact details of Nominated Safeguarding Children Adviser: **Nalan Cosar** in her absence it is **Pat James** (if neither are available speak to **Shelley Flaherty** (Dolphin Room Lead)

- Parents and carers should agree to this policy prior to a child being left in our care.
- The purpose of this is to keep your child safe while she or he is in our care.
- Safeguarding and Child protection is a top priority for Minik Kardes Nursery

SAFEGUARDING POLICY

Policy Statement – Children’s Rights and Entitlements

At Minik Kardes we recognise that all children have a right to freedom from abuse and harm. Safeguarding is everybody’s responsibility therefore; everyone who comes into contact with children and their families has a role to play in safeguarding children.

We promote children’s right to be strong, resilient and listened to by creating an environment within our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour ethnicity, their languages spoken at home, their religious beliefs, cultures and traditions and home background.

We help children to establish and sustain satisfying relationships within their families, with peers and with other adults.

We will work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

We are committed in creating and maintaining the safest possible environment for children, staff, and parents and visitors and to promote an environment where children and adults will feel confident about sharing concerns which they may have about their own safety or the well being of others.

We aim to put the **child’s needs first at all times**. We hope to encourage children to be confident and assertive and to develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to and believed.

Policy Statement - Safeguarding Children

We will work with children, parent and the community to ensure the rights and safety of children and to give the very best start in life.

Safer Recruitment

Minik Kardes is committed to safeguarding and promoting the welfare of children. We will ensure we do everything we can to prevent appointing people who may pose a risk to children. Minik Kardes expect all its staff and volunteers to share this commitment.

We will achieve this through robust procedures and the recruitment and retention of competent, motivated people who are suited to work with children. The recruitment and selection process ensures that we identify the best suited persons for the post and reject people who may want to abuse children. The applicant's qualifications, abilities and experiences are measured against the job description and person specification. **(Refer to Safer Recruitment & Vetting & Barring Policy)**

Managing allegations of abuse made against a member of staff

It is the responsibility of all staff at Minik Kardes to report any allegations of abuse if they believe a member of staff is harming, or using unacceptable behaviour towards a child. Some staff may feel uneasy about reporting situations that constitute, or may lead to an investigation particularly when this involves a work colleague. In such circumstances they should follow the child protection procedure. We will work with them to avoid any adverse repercussions and look at all options available so that they are and feel supported.

Where a member of staff or a volunteer is dismissed (or would have been, had the person not left the setting first) from the nursery because of misconduct relating to a child, we will refer to the DBS notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List. **EYFS 2014 section 3.13 regarding responsibilities under the Safeguarding Vulnerable Groups Act 2006**

Allegations made against a member of staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the nursery, which may include allegations of abuse.
- We follow the guidance of the Local Safeguarding Board when responding to any complaint that a member of staff or volunteer within Minik Kardes has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority's social care department to investigate. We also report any alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We cooperate entirely with any investigation carried out by children's social care in conjunction with the police.
- When the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member on full pay, or the volunteer for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but it is to protect the staff as well as the children and families throughout the process.

CHILD PROTECTION POLICY

The four main categories of abuse are physical, sexual, emotional abuse and neglect. Bullying can also be a category of abuse. The abuse, or possible abuse, of a child may come to your attention in a variety of ways. There may be aspects of the child's behaviour or presentation that lead you to suspect that they may be at risk. These possible signs should be shared with the Nominated Safeguarding Children Adviser. The Nominated Safeguarding Children Adviser may then decide to refer the child/young person to care agencies for further enquiries to be made.

Please refer for further guidance revised '**What to do if you're worried a child is being abused' - Advice for Practitioner 2015**

The possible signs of abuse include

- Information given by the child
- Information reported by a concerned adult
- Changes in the child's/young person's behaviour. For example, the child/young person suddenly becomes quiet, tearful, withdrawn or aggressive
- Loss of weight without a medical explanation
- Eating problems, for instance, overeating or loss of appetite

<p>Physical Abuse</p> <p>Physical abuse implies physically harmful action/inflicted injury directed against a child. For example, hitting, shaking, squeezing, burning, biting, bruises, burns, head injuries, fractures, abdominal injuries or poisoning.</p>	<p>Possible signs of Physical abuse:</p> <ul style="list-style-type: none"> • Unexplained injuries, e.g. bruising, bite marks, burns and fractures, particularly if recurrent • Improbable explanations for injuries • Untreated injuries or lingering illness not attended to • Shrinking from physical contact • Fear of medical help • Aggression/bullying • Over complaint behaviour or watchful attitude • Significant changes in behaviour without explanation • Unexplained patterns of absences which may serve to hide bruises • Female Genital mutilation
<p>Sexual Abuse</p> <p>Sexual abuse is any exploitation of children for the sexual pleasure, gratification or profit of an adult or significantly older person. It includes phone calls, indecent exposure, inappropriate or sexually explicit language, taking pornographic photographs, showing pornographic material, touching, fondling, oral and anal sex, masturbation, attempted intercourse or intercourse.</p>	<p>Possible signs of Sexual abuse:</p> <ul style="list-style-type: none"> • Children who display knowledge or interest in sexual acts inappropriate to their age; • Children who use sexual language or have sexual knowledge that you wouldn't expect them to have; • Children who ask others to behave sexually or play sexual games; and • Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

<p>Emotional Abuse</p> <p>Emotional Abuse includes verbal abuse, being constantly shouted at, threatened or taunted. Emotional abuse may be difficult to recognise as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.</p>	<p>Possible Signs of Emotional Abuse:</p> <ul style="list-style-type: none"> • Fear of new situations • Inappropriate emotional responses to painful situations • Desperate attention seeking behaviour • Eating problems, including overeating and lack of appetite • Depression, withdrawal • Nervousness
<p>Neglect</p> <p>Neglect is when adults fail to meet a child’s basic needs, like food or warm clothing. It also includes being left alone unsupervised, failure to protect from harm or danger, failure to ensure access to appropriate medical care or treatment and lack of love and affection.</p>	<p>Some of the following signs may be indicators of neglect:</p> <ul style="list-style-type: none"> • Children who are living in a home that is indisputably dirty or unsafe; • Children who are left hungry or dirty; • Children who are left without adequate clothing, e.g. not having a winter coat; • Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence; • Children who are often angry, aggressive or self-harm; • Children who fail to receive basic health care; and • Parents who fail to seek medical treatment when their children are ill or are injured.
<p>Sexual abuse and exploitation</p> <p>Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.</p> <p>Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.</p>	<p>Some of the following signs may be indicators of sexual exploitation:</p> <ul style="list-style-type: none"> • Children who appear with unexplained gifts or new possessions; • Children who associate with other young people involved in exploitation; • Children who have older boyfriends or girlfriends; • Children who suffer from sexually transmitted infections or become pregnant; • Children who suffer from changes in emotional well-being; • Children who misuse drugs and alcohol; • Children who go missing for periods of time or regularly come home late; and • Children who regularly miss school or education or don’t take part in education.
<p>Peer on Peer Abuse</p> <p>Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Procedures are in place to hear the voice of the child. Introduction to abuse and harmful behaviour Abusive behaviour can happen to children in the setting and it is necessary to consider what abuse is</p>	<ul style="list-style-type: none"> • Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a

<p>and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.</p> <p>Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys It is important to consider the forms abuse may take and the subsequent actions required. Types of abuse</p> <p>There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.</p>	<p>young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken</p>
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These signs do not necessarily mean that a child has been abused. However if you are concerned about the welfare of a child you must report it to the named child protection officer. Do not assume that someone else will help the child, they might not.

How we respond to suspicions of abuse at Minik Kardes:

- We acknowledge that abuse of children can take different forms- physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or though changes in their appearance, their behaviour or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discussions what to do with the room leader or Deputy who is acting as the 'designated person'. The information is stored in the child's personal file.
- We refer concerns to the local authority children's social care department and cooperate fully in any subsequent investigation.
- We take care not to influence the outcome either through the way we speak to children or by asking questions to children.
- We use the detailed procedures and reporting format of both Local Authorities, when making a referral to children's social care or other appropriate agencies.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observe signs or signals that give cause for concern, such as significant changes in behaviour, deterioration in general well-being, unexplained bruising, marks or signs of possible abuse and neglect that member of staff :
 - Listen to the child, offer reassurance and give assurance that she or he will take action.
 - Does not question the child
 - Make a written record that forms an objective record of the observation or disclosure that includes:
 - The date and time of the observation or the disclosure;
 - The exact words spoken by the child as far as possible;
 - The name of the person to whom the concern was reported, with the date and time; and
 - The names of any other person present at the time.

- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

When making a referral to the local authority Social Care team

- We use the local authority referral forms which contain detailed procedures for making a referral to the local social care team, as well as a template form for recording concerns and making a referral. This is based on "*What to do if you're worried a child is being abused*" (HMG 2008)
- All staff is issued with a copy of this document and follows the detailed guidelines given.

Informing parents

- Parents are normally the first point of contact.
- If suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform the parents.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'what to do if we suspect a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the Local Authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work together.
- We notify the registration authority (Ofsted) of any incident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Minik Kardes is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. We are also committed to empowering young children, through its early childhood curriculum, promoting their rights to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and the signals of possible physical abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff knows the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the room allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

- We introduce key elements of keeping children safe into our daily practice to promote the personal, emotional, social and emotional development of all children, so that they may

grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.

- We create within the nursery a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Safe use of photography and video recording in nursery policy

Increasingly, technology is making it easier for pictures and images to be used inappropriately as printed material or on the web. There is no statutory requirement to ban photographic equipment from the nursery, but it is important that Minik Kardes takes practical steps to ensure that pictures and images of children taken, not only by members of staff, but also by parent(s)/carer(s), are done so in a way that reflects the protective ethos of the nursery.

There will be occasions during the year where parent(s)/carer(s) will wish to take photographs or make a video recording of their child/children taking part in a nursery activity. These activities will include nursery performances, nursery outings and education visits. Minik Kardes requests a common sense approach to the use of cameras (film and digital) and video cameras by parent(s)/carer(s) of nursery events.

Mobile Phones

Minik Kardes Day Nursery forbids the use of personal mobile phones and cameras in the main setting when working with children or when on outings. This practice ensures the safety and welfare of the children attending so that images and recordings are not stored on personal equipment. Staff mobile phones are stored in their personal lockers. (Refer to Mink Kardes Mobile Phone free zone policy & E-Safety Policy)

Please remember:

- To please show consideration to the children, and refrain from using flash photography as it can be distracting.
- If you are using a video camera, please do not obscure other people's view. Look to sit near the rear of the room.
- You will where possible, be given the opportunity to purchase nursery photographs of some events.

Minik Kardes will not display images of children or staff on websites, in publications or in public places without prior consent. If the photograph is used, we will avoid naming the child or staff member. If a parent requires that their child is not to have their photograph taken, then they must make this known to the staff so steps can be taken to implement this.

Confidentiality

- All suspicions of abuse and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

The best way to ensure the highest care for the children at Minik Kardes is to develop a good partnership and to ensure a continuity of care between home and the nursery. We can do this together with the parents/carers by sharing information regularly about the child.

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance under the guidance of the Local Safeguarding Children Board.

Legal Framework

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Early Years Foundation Stage Guidance September 2014
- The Prevent duty - Departmental advice for schools and childcare providers June 2015
- Working together 2015

Guidelines on managing a 'disclosure' from a child

A 'disclosure' is when a child tells a member of staff that they have been harmed or abused in some way. A disclosure is not an ordinary conversation when a member of staff may ask a child if anything is wrong because they seem unhappy or have been sad recently. This is a normal part of daily interactions with children. There may be times, however, when such a conversation could lead to a disclosure being made.

Children will often choose to disclose to people in their setting who they trust and feel comfortable with. It is a very important that all staff knows how to respond if a child tells them that they are being harmed in any way.

Receiving a disclosure from a child can be upsetting. It is important that the person receiving the disclosure remains calm and listens to the child.

No member of staff should try to stop the child and ask them to tell someone else instead. Staff should not ask children questions or probe for more information than is necessary when a child is disclosing as even a few 'innocent' questions can be considered to be an interview.

DISCLOSURE OF ABUSE – WHAT TO DO? - If a child makes a disclosure of abuse the following actions are to be taken:

The adult should:

- Stay calm and listen to the child
- Control expression of panic or shock
- Use the child's language or vocabulary
- Offer comforts bearing in mind the age and needs of the child.
- If a child has disclosed sexual abuse, ask them when it happened but nothing more. Whether the child is asked the question will depend upon the child's age and understanding.
- Tell them they were right to tell you and it was not their fault and they are not bad.
- Tell them who you are going to tell so that they can be made safe – children may fear that what they said will be passed on to everyone and then need to know that this will not be the case.
- Do not be tempted to give false reassurances to the child but tell them that you will do your best to protect or help them.

A child may recall former abuse once in a safe situation. Although they may be under no current threat to their safety, any disclosure must be raised with the Named Child Protection Person and followed through appropriately.

You may also have concerns about a child's welfare where there has not been any disclosure or allegation. In the best interests of the child / young person, these concerns should be raised with the Nominated Safeguarding Children Adviser and followed through appropriately.

Female Genital Mutilation (FGM)

The UK Government advice and guidance on FGM that states: "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

The World Health Organisation definition of FGM:

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

(World Health Organisation-1997)

FGM is classified into four major types:

- 1. Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals).
- 2. Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).
- 3. Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
- 4. Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

FGM Indicators:

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating
- A girl may spend long periods of time away from the class during the day with bladder or menstrual problems.
- A child may ask for help
- A girl may present with emotional and psychological concerns stemming from the adverse consequences of the practice e.g. withdrawal, depression etc.

- A girl requiring to be excused from physical exercise lessons without the support of her GP

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.
- Any girl withdrawn from Personal, Social and Health Education or Sex and Relationship Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. If we have concerns that children in our school community are at risk or victims of FGM then we refer to Hackney or Islington Children's Social Care

ASK

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like;

- Who is going on the holiday with the child?
- How long they plan to go for and is a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

If you suspect that a child is a victim of FGM you may ask the child;

- Your family is originally from a country where girls or women are circumcised – Do you think you have gone through this?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?
- Would you like support in contacting other agencies for support, help or advice?

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Head teacher.

Record

All interventions should be accurately recorded in line with the nursery procedures.

Refer

Where there are concerns about a child the designated safeguarding lead should make a referral to children's social care. It is also important to remember that anybody can make a referral.

Domestic violence

The Government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members¹ regardless of gender or sexuality.

This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

What is domestic violence?

In Women's Aid's view domestic violence is physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. This can include forced marriage and so-called 'honour crimes'. Domestic violence may, and often does, include a range of abusive behaviours, not all of which are, in themselves, inherently "violent". Crime statistics and research both show that domestic violence is gender specific (i.e. most commonly experienced by women and perpetrated by men) and that any woman can experience domestic violence regardless of race, ethnic or religious group, class, disability or lifestyle. Domestic violence is repetitive, life-threatening, and can destroy the lives of women and children.

Impact on Children

Violence against women and girls has a significant impact on children. In terms of domestic violence alone, children are affected by witnessing incidents by being present when they occur. Domestic violence is a key issue for Safeguarding and Children's Social Care.

Staffs needs to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. Minik Kardes we will follow our child Protection and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money, or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The Prevent Duty

Early Years providers are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of the functions, to have *'due regard to the need to prevent people from being drawn into terrorism.'*

The duty require childcare providers the need to be able to identify children who may be vulnerable to radicalisation and know what to do when identified.

Fundamental British Values Policy

'In the Early Education and childcare: Statutory guidance for local authorities document by the DfE British values are described as: Fundamental British values, first set out in the Government's Prevent strategy, are democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The promotion of fundamental British values will be reflected in the Early Years Foundation Stage (EYFS) and exemplified in an age-appropriate way through practice guidance.'

At Minik Kardes we believe that the EYFS already provides a solid foundation to encourage a child's understanding, promotes respect, tolerance, diversity and acceptance that we live in a diverse community with many different cultures and lifestyles.

Promoting democracy:

Everyone has a voice and is listened to; children's learning journeys include their comments and their parents are also encouraged to contribute. Parents are involved through the parent's voice, questionnaires and weekly updates. Children are given opportunities to make choices and decisions e.g. being involved in choosing activities, choosing their own breakfast and snacks and their favourite stories or songs. We listen to children's and parent's voices. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Promoting the rule of Law:

Children are taught the value and reasons behind our rules, that they are there to keep us safe, that everyone has a responsibility and that there are consequences when rules are broken. We teach children right from wrong. We promote people who help us through books, visits and displays.

Individual Liberty:

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for the children to make choices safely, through our provision of a safe enabling environment and effective teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual respect and Tolerance:

We teach children about the world in which they live; linking children's learning so they understand they are part of a much wider world; displaying posters and reading books which show world religions and cultures, blended families, disability, and equality.

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up, try different foods from other cultures and learn about other cultures festivals, religions and celebrations.

British values forms part of the day-to-day curriculum:

- We teach children to be kind, helpful and respectful of others;
- We teach children to be part of their local community;
- We plan to celebrate festivals and mark special days from the world around us;
- We teach the children about compromise, some of us believe one thing, some of us believe something totally different but we can all play together.
- We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others.
- We teach children about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more
- We teach children to listen and respect others
- Teaching children to listen to each other and wait before speaking, how to have a conversation
- Table manners
- Learning about our heritage and history
- Being polite, saying please and thank you
- Listening during story and song time
- Teaching empathy and understanding
- Appropriate behaviour and learning right from wrong
- Taking turns and sharing
- Learning British weather and seasons
- Making friends and friendship
- Tolerating others and mutual respect
- Cooking, eating and learning about traditional British food

A broader a child's experiences, the more confident and effective they are likely to be at contributing to Britain's diverse society.

Preventing Radicalisation and Extremism

The Government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

'Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes'. (Prevent Duty Guidance in England and Wales 2015)

Radicalisation

is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism is defined as the holding of extreme political or religious views.

At Minik Kardes we are committed to safeguarding and promoting the welfare of all children. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff is expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

Personal, Social, Emotional, Development (PSED) provision is embedded across the curriculum. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for all children.

If a child is thought to be at risk of radicalisation or concerns arise from a child's behaviour within the setting. The staff will follow the safeguarding procedure and report all concerns to the Manager, who will follow the Safeguarding procedure and seek further advice. .

If a staff member feels that another staff member is behaving in an inappropriate way they would follow the child protection & whistle blowing procedure.

Staff training- The setting has a designated lead who is Nalan Cosar who will ensure that all staff are:

- fully aware of the threats, risks and vulnerabilities that are linked to radicalisation
- aware of the process of radicalisation and how this might be identified early
- are aware of how we can provide support to help families and children to be resilient and able to resist involvement in radical or extreme activities
- Staff will need to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society.

- Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, following the appropriate procedures for recording and passing on information

There are a number of behaviours within families or in the child themselves which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.

Increase in prejudice-related incidents committed by that person – these may include;

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others.

Confidentiality Statement

Minik Kardes is aware that our work will bring us in contact with confidential information, all those using and working in the nursery will respect confidentiality in the following ways:

- Parents will have ready access to files and records of their own children - but not any other child.
- Staff will not discuss individual children with people other than the parents or other leading professionals of that child.
- Information given by parents to nursery staff will not be passed on to third parties.
- Personal issues will remain confidential to the people involved.
- The nursery will comply with all requirements of the Data Protection Act.
- Information will be shared/passed on if appropriate for a child/parents safety or wellbeing.

Responsibilities of Members

Parents & Carers' Responsibilities

The best way to ensure the highest care for the children at Minik Kardes is to develop a good partnership and to ensure a continuity of care between home and the nursery. We can do this together with the parents/carers by sharing information regularly about the child.

If the child is having health problems or has suffered an accidental injury away from the care of the nursery, it is vital the parent informs a member of staff when the child is left in the care of the nursery and a record can be kept of it.

Minik Kardes Responsibilities

TRAINING

- Staff undergo regular training in safeguarding
- This helps to ensure that the staff's knowledge is up to date so that they can recognise indicators of abuse and respond appropriately and effectively

CHILD PROTECTION

- If a member of staff becomes concerned that any child might be at risk of abuse, it is the nursery's legal duty to pass this onto the Nominated Safeguarding Children Adviser

ALLEGATIONS

- Minik Kardes has a legal duty to contact Ofsted, LADO & refer to DBS if an allegation of abuse is made against any member of the staff. Minik Kardes will investigate these issues and, if appropriate we will involve the Police and/or social services.

ACCIDENT OR INJURY BOOK

- If a child develops any health problems or suffers an injury during the time that she or he is in the nursery's care, the nursery will keep a record of the event and inform the parent/carer about it upon collection of the child, or immediately by phone if an emergency

DBS CHECKS FOR STAFF

- All members of the staff have a recent and clean enhanced disclosure & Barring Check (DBS)
- This is required for any professional who work with children

PHOTOGRAPHY

- Taking and displaying pictures of children playing and involved in tasks can be affirming and validating
- The staff will seek written permission prior to photographing and filming.
- Mobile phones are not allowed

GOOD COMMUNICATION

- The nursery aims to build a good relationship with parents and carers to ensure that we provide a good continuity of care between the child's home and the nursery
- The nursery endeavours to work with families to protect their children

CONFIDENTIALITY

- The nursery will maintain appropriate boundaries with regard to confidential information regarding children
- However, the nursery cannot keep any information confidential if the staff believe that a child may be at risk of harm

HEALTH & SAFETY

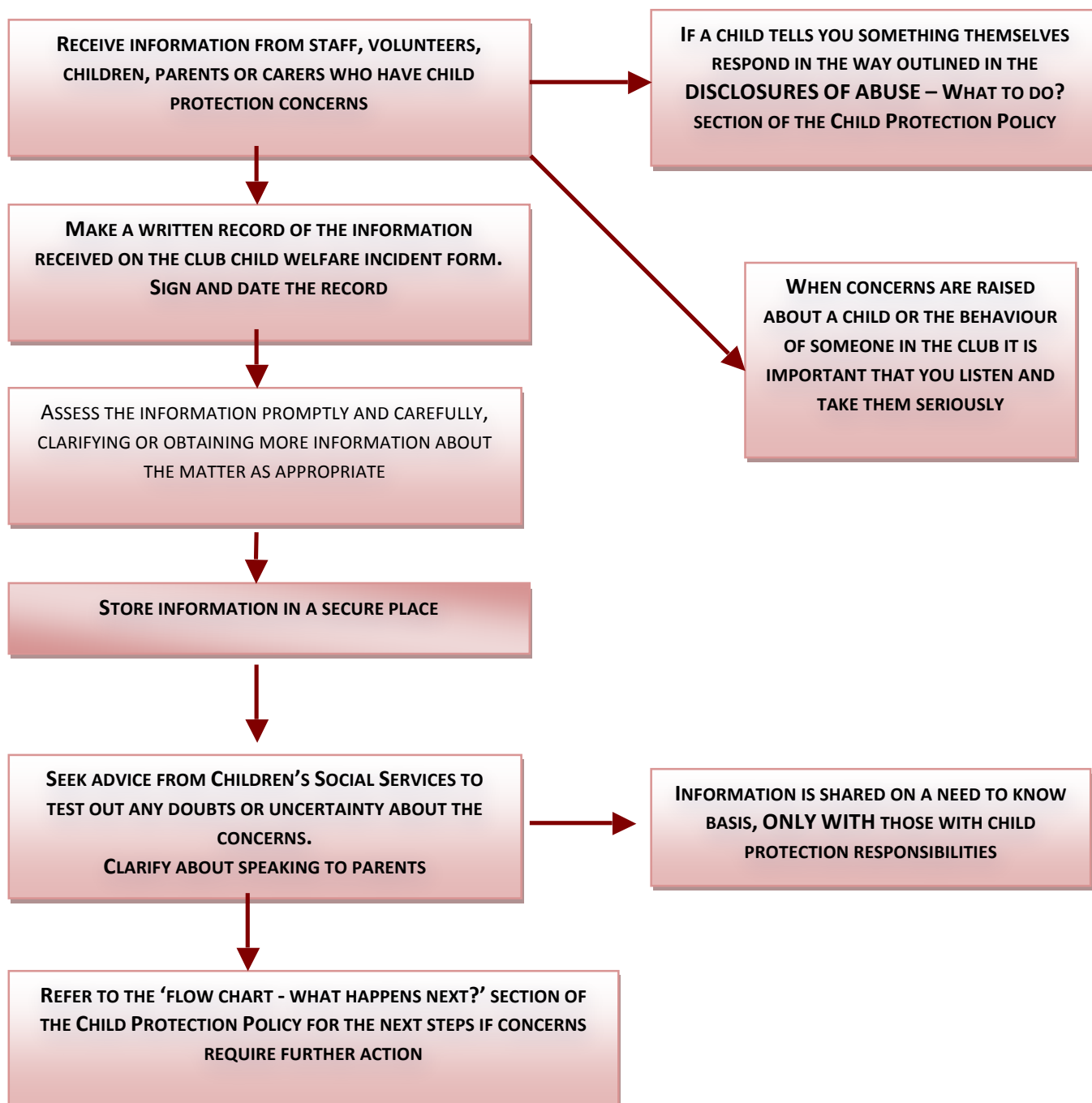
- A separate policy for health & safety which we make available to parents before children are left in our care

NOMINATED SAFEGUARDING CHILDREN ADVISER (NSCA)

The Nominated Safeguarding Children Advisers at Minik Kardes are Nalan Cosar and Pat James. Incidents should be reported to Nalan Cosar in the first instance and in Nalan's absence Pat James.

It is not the role of the Nominated Safeguarding Children Adviser to decide whether a child has been abused or not. This is the task of Children's Social Services who have the legal responsibility. But it is the responsibility of the Nominated Safeguarding Children Adviser to ensure that concerns are shared and appropriate action taken.

RESPONDING TO CONCERNS



The nursery takes seriously all complaints made against members of staff. If there is a suspicion that a member of staff has abused a child at the nursery, the co-ordinator or the deputy, and in the absence of both the senior member of staff, will report the incident to the Local Authority Designated Officer (LADO).

- As with any allegation of abuse this information must be passed on to the Nominated Safeguarding Children Adviser. If the allegation is against the Nominated Safeguarding Adviser concerns should be reported to a senior staff member and/or the relevant governing body for advice on how to proceed.
- Fully support and protect any staff / volunteer who in good faith (without malicious intent) reports their concerns about a colleagues' practice, or the possibility that a child / young person may be being abused. Staff / volunteers should be able to raise concerns confidentially if necessary.
- **ENSURE THE SAFETY OF THE CHILD / YOUNG PERSON**

This policy was adopted at a staff meeting at Minik Kardes held in June 2012.

Revised September 2014 – Following FGM training September 2014

Updated documents:

- **What to do if you're worried a child is being abused 2015**
- **Information Sharing – Advice for Practitioners providing safeguarding services to young children, people , parents and carers**

Also see Minik Kardes policies and further guidance

- Whistle blowing
- Guidelines on managing a 'disclosure' from a child
- Mobile phone use
- Safer recruitment & vetting and barring
- Special Educational Needs & Disability Code of Practice 2016
- Staff behaviour and Code of Conduct Policy 2016
- Inspecting safeguarding in the Early Years August 2016

Revised 16 April 2015 – Management Committee

Reviewed November 2016

Revised January 2017

Next reviewed date January 2018

Key contacts in Islington - information for making a child protection referral

Key telephone contact numbers and addresses to contact when making child protection referral

1) a) to make a referral to Islington Children's Services Contact Team

222 Upper Street, N1 1XR

Telephone 020 7527 7400

Switchboard 020 7527 7000

Fax 020 7527 7042

Email CSCreferrals@islington.gov.uk

Emergency Out of Hours Duty Social Worker

Telephone 020 7226 0992

Follow up in writing via eCAF within 48 hours

b) Allegations against staff/volunteers

Laura Eden (Jo Moses) Local Authority Designated Officer (LADO)

Tel: 020 7527 8066

2) to inform Ofsted Enforcement Team

(by telephone only unless Ofsted ask for a written referral)

Ofsted South Region

Freshford House, Redcliffe Way, Bristol BS1 6LX

Ofsted Helpline 0300 123 1231

Fax: 0300 123 3159

Email: enquires@ofsted.gov.uk

3) to inform Islington Early Years Services or for advice

Early Years Safeguarding Advisor

Gwen Fitzpatrick

Laycock Centre

Laycock street

N1 1TH

Telephone 020 7527 5629

Fax: 020 7527 5651

Email: gwen.fitzpatrick@islington.gov.uk

And send a copy of the eCAF

4) To inform the Education Welfare Service (over fives)

Soola Georgiou

Senior Education Welfare Service Team Manager (Safeguarding)

Islington Council

First floor 222 Upper Street

N1 1XR

Telephone 020 7527 5845

If a child who you look after lives in another borough, you must contact the relevant Social Services Department for the borough he/she lives in:

Hackney Children Social Care First Access Screening Team

Telephone: 020 8356 5500
Out of hour's telephone: 020 8356 2710

Haringey Children Social Care First Access Screening Team

Telephone: 020 8489 4470
Switchboard 020 8489 0000
Out of hours telephone 020 8489 0000

Camden Children Social Care Services – Multi Agency Safeguarding Hub

Telephone: 020 7974 3317
Out of hour's telephone: 020 7974 4444

All local authorities have a safeguarding board website with their specific contact information

In addition

***Islington Employee Assistance Programme- 0800 243 458
Visit-<http://www.workplaceoptions.co.uk/member-login.asp>**

Police Station Telephone -101 or 999 in an event of an emergency

Safeguarding Adult Services:

If it's an emergency, stay safe and call **999**

Otherwise, call Islington Social Services Access Service on **020 7527 2299** (9-5), or 020 7226 0992 (outside office hours).

If you think a child is at risk, call the Referral and Advice Team on 020 7527 7400 (9-5) or 020 7226 0992 (outside office hours)

Updated May 2017

Key contacts in Hackney Local Authority

The Children & Young People Services (CYPS) Safeguarding and Learning Service

The Designated Officer deals with all allegations against professionals who work with children in our Borough. If you need to speak with the Designated Officer please call 020 8356 4569.

Local Authority Designated Officer (LADO)

Liesel Le Roux

Hackney Children and Young People's Service
1 Hillman Street
E8 1DY

Email: LADO@hackney.gov.uk.

Telephone 020 8356 4569

If the number is busy, the call will automatically be transferred to the main duty line (020 8536 8082) where a message can be left.

Raising concerns to do with extremism

The department for education has a dedicated telephone helpline **020 7340 7264** to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk Please note that the helpline is not intended for use in an emergency situation, such as a child being at immediate risk of harm or a security incident, in which case normal emergency procedures should follow.

FURTHER GUIDANCE

- Multi-Agency Practice Guidelines: Female Genital Mutilation (HM Government, 2011)
- London Child Protection Procedures (2013)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (2015)
- DFE: What to do if you're worried a child is being abused advice for Practitioners 2015
- Dfe: Information Sharing – advice for practitioners providing safeguarding services to children, young people, parents and children 2015
- DFE: Keeping children safe in education: Statutory guidance for schools and colleges (2014)
- Guidance for Schools: Metropolitan police
<http://www.hounslowservicesforschools.co.uk/sites/default/files/metpolicefgmguidance.pdf>
- The Prevent Duty – Departmental advice for schools and childcare providers 2015
- Channel Duty Guidance – Protecting Vulnerable people from being drawn into terrorism 2015

Updated April 2017