**Safeguarding Children**

**A**

**Parents/Carers**

**Guide**

**“Safeguarding is everyone’s business”**

Taken from Working Together to Safeguard Children - 2015

**September 2020**

**Introduction**

**For the purpose of this booklet the terms “Staff or Employees” include students and volunteers.**

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

* Protecting children from maltreatment:
* Preventing impairment of children’s health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all children to have the best outcomes.

Taken from Working Together 2013

The purpose of this booklet is to provide you with information about:

1. Safeguarding children in your everyday life,
2. The Pre-School safeguarding procedures.

Pre-School employees have a duty to safeguard and promote the welfare of children. Where there are concerns about the welfare of a child, the duty of care to that child will always take precedence over any obligation to any other person, e.g. a parent or staff member. Employees specific roles and responsibilities in this area, based on national guidance, are to:

• Recognise children in need of support and/or safeguarding

• Know who to contact for help, advice and support

• Make appropriate referrals in a timely manner

• Access training and supervision to help them act upon safeguarding concerns

• Keep accurate and descriptive records

• Follow the Pre-School policies and procedures regarding safeguarding children at all times.

**What is child abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults or another child or children.

**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 or 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child’s developmental capability, 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 (including cyber bullying), causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching 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 also commit acts of sexual abuse, as can other children.

**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, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate care- givers; or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Child in Need**

Section 17 of the Children Act 1989 places a duty on every Local Authority to Safeguard and promote the welfare of a child within their area who is in need
and so far as is consistent with that duty, to promote the upbringing of such children by their families by providing a range and level of services appropriate to the needs of the child.

**A child at risk of Significant Harm**

Section 47 of the Children Act 1989 places a duty on every local authority to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

The concept of significant harm refers to the threshold that justifies compulsory intervention in family life in the best interests of the child.

Whether the harm is ‘significant’ relates to how the child’s health or development compares to that which could reasonably be expected of a similar child.

Therefore, significant harm could occur where there is a single event, such as a violent assault. More often, significant harm is identified when there have been a number of events which have damaged the child’s physical and psychological development; for example, a child whose health and development is neglected.

**Safeguarding Legislation**

* The Children Act 1989
* The Children Act 2004
* United Nations Convention on the Rights of

 the Child (1989) (ratified by UK in 1991)

* Working Together to Safeguard Children 2015.
* The Early Years Foundation Stage (EYFS) 2012

**Pre Existing-Injuries**

A pre-existing injury is one that occurred when the child was in the care of a parent/carer.

Staff are appropriately trained in child development and in how to recognise and act upon potential signs of child abuse and neglect.Staff are aware that it is inevitable that children will have accidents that are age and stage appropriate. We request that you report a Pre-Existing injury to safeguard your child. If you have any concerns about reporting pre-existing injuries, please do discuss it with Carol or Jan.

**Whistle Blowing**

The Pre-School has a Whistle Blowing procedure in place, which ensures that staff are able to contact outside agencies should they feel they cannot share their concerns with Management or other members of staff.

**It is about putting the child first**.

**Mobile Phones**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used. Any form of electronic recording device, including mobile phones, are not to be used on the premises by parents or carers. It is the responsibility of all members of staff to be vigilant and report any concerns to the settings Manager or Deputy.

All concerns will be taken seriously, logged and investigated appropriately.

Staff mobile phones must be stored away from the children’s environment as per the settings mobile phone policy. There are no circumstances under which it is acceptable for any member of staff to take a photograph in the setting on their mobile phones.

**Social Networks**

Staff are asked to declare any friends that they have on social networking sites during their induction. No other parents/carers are to be added to their social networking sites after the declaration has been made. Staff, parents/carers, families and friends are not permitted to discuss the Pre-School, children, parents or staff on the internet.

It is the responsibility of all members of staff and parents to be vigilant and report any concerns to the settings Manager or Leader.

Please do not be offended should a member of staff refuse to add you to their list of friends on the internet.

**Pre- School trips/visits**

Visits outside the Pre-School often require parental support to ensure the safety of all children. We are extremely grateful for your support on these visits but would require all parents / carers to adhere to a confidentiality agreement.

**Confidentiality Agreement**

By consenting to participate in a Pre-school trip or visit, you are consenting to uphold the privacy and dignity of the children in our care and their families. As such you are requested not to discuss anything that you see on the trip or visit, however seemingly innocuous. This includes any discussions with a parent about the behaviour of their own child.

Please refer any requests for information to a member of staff.

Any breach of the confidentially agreement would unfortunately mean that we would be unable to accept your help on future trips / visits.

**Contact details for help and advice**

Please find below a list of useful contacts within the Pre-School and the local community that can give help and advice with safeguarding matters.

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| The Pre-School Safeguarding and Child Protection Lead Practitioner is; | Name: Dawn SharpeTel Number: 01482 569404 07986 577570 |
| The person to seek advice from in the absence of the Safeguarding and Child Protection Lead Practitioner is; | Name: Natalie Proudlove, Deputy ManagerTel Number: 01482 569404 Name: Christine Hornsby, Pre-School ChairpersonTel. number:01482 354792   |
| East Riding of Yorkshire Council – Children’s Safeguarding Board  | 01482 395500 |
| Hull Council – Safeguarding Children’s Board | Access and Assessment Team on 01482 448 879 |
| Ofsted | 0300 123 1231 |

**Safeguarding Children Training and Development**

* All staff in the setting have completedthe East Riding Safeguarding Children Board (ERSCB) Awareness of Child Abuse and Neglect (E learning) training.
* The Lead Safeguarding Practitioner has completed Working Together to Safeguard Children training and The Role and Responsibilities of The Safeguarding and Child Protection Lead Practitioner training as well as a number of topic specific training courses.

Thank you for taking time to read this booklet.

**Nelson Mandela, former president of South Africa**

"Safety and security don't just happen, they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear."