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| Safeguarding and Welfare Requirements: | |
| Policy Name: | Safeguarding Policy |
| Policy creation date: | September 2019 |
| Last review: | September 2023 |
| Next review: | September 2024 (ongoing in line with government guidance) |
| Owner: | Children's Service Manager Adopted by the Board of Trustees |
| Related Documents: | Risk Assessment Form Outings – Appendix 21 ICT and Social Media Policies Physical Handling Policy and Procedure Outings Policy and Procedure Accident Procedure Anti-Bullying Policy Intimate Care Policy Child Protection Policy and Procedure Staff Behaviour Policy British Values and Prevent Duty Policy Safer Recruitment Policy Peer on Peer Abuse P&P |

This policy should be read in conjunction with The Rainbow Centre's policies listed above.

Policy Statement:

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their education. As a Centre we are committed to safeguarding and promoting the welfare of all children.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of our setting. As such, this overarching policy will link to other policies which will provide more information and greater detail.

Specific guidance is available to staff within the procedure documents.

Safeguarding children is defined in **'Working together to safeguard children' (July 2018)** as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Principles and Values:

The Rainbow Centre is committed to providing a secure environment for children, where they feel safe and are kept safe. All adults in our setting recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. The responsibility to safeguard children, therefore, does not solely rest with the Early Years Designated Safeguarding Leads (EYDSL).

At The Rainbow Centre, we believe that all our children can talk to any member of staff to share their concerns. Staff will listen, take the children's worries seriously and share with the EYDSL's.

Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the Centre.
- To demonstrate our commitment to protecting children.

Early Years Designated Safeguarding Lead (EYDSL):

Our EYDSL is Enikö Kocsis and Zsuzsi Olexa

The safeguarding representative on the Board of Trustees is: Susan Bayford

Definitions

Within this document:

Child protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the centre, full time or part time, in either a paid or voluntary capacity. This also includes parents and trustees.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to children in our centre; however, the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step-parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

Recruitment:

The arrangements for recruiting all staff and volunteers, will follow our **Safer Recruitment policy and procedures**; well established induction is in place for staff, students and volunteers. DBS checks are always made at the appropriate level, references are always received and checked, and we complete and maintain a single central record of such vetting checks.

By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our setting and staff team, we will minimise the opportunities for extremist views to prevail.

/Users/nkerr/Library/Containers/com.apple.mail/Data/Library/Mail Downloads/DDC9CBDA-73B1-467F-9BF8-2F2BDFFB2F55/Safeguarding Policy children.docx

Areas of Safeguarding

From 'Keeping Children Safe in Education' (December 2023) specific safeguarding issues have been grouped under the following headings.

Part 1 - High-risk and emerging safeguarding issues

A. Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of our setting. All staff, but especially the designated and deputy safeguarding leads, should consider whether children are at risk of abuse or exploitation in situations outside their families. Risk and harm outside of the family can take a variety of different forms and children can be vulnerable to sexual exploitation, criminal exploitation, and serious youth violence in addition to other risks. As a childcare setting, we will consider the various factors that can impact the life of any child about whom we have concerns. We will consider the level of influence that these factors have on their ability to be protected and remain free from harm, particularly around child exploitation or criminal activity. What life is like for a child outside our setting, within the home, within the family and within the community are key considerations when the EYDSL is looking at any concerns.

B. Prevent Extremism and Radicalisation:

We use the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

- There is no place for extremist views of any kind in our setting, whether from internal sources – children, staff or management, or external sources, the community, external agencies, or individuals. The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.
- As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.
- We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity, and to ensure that they thrive and feel valued and respected as individuals.
- Any prejudice, discrimination, or extremist views, including derogatory language, displayed by children or staff will always be challenged and, where appropriate, supported through discussion with children and their families and the **Staff Behaviour Policy**.
- Where misconduct by a member of staff is proven the matter will be referred to the Local Authority.
- **Teaching Approaches:**
 - We will ensure our teaching approaches help children to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking.
 - We will aim to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.

- We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have regarding their safety and will equip our children with the appropriate skills to become self-assured young people.
 - This approach will be embedded within the ethos of our setting so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.
 - We will work with local partners, families, and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences.
 - We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
 - At our setting we will promote the values of democracy, the rules of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.
 - See *British Values Policy Statement*
- **As part of wider safeguarding responsibilities setting staff will be alert to:**
 - Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups.
 - Graffiti symbols, writing or artwork promoting extremist messages or images.
 - Children exposed to extremist material online, including through social networking sites.
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance.
 - Local authority services, and police reports of issues affecting children in other schools or settings.
 - Use of extremist or 'hate' terms to exclude others or incite violence.
 - Intolerance of difference, whether secular or religious or, in line with our *Equalities Policy*, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
 - Our setting will closely follow any locally agreed procedure as set out by the Local Authority and/or the Hampshire Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

The Department for Education has dedicated a telephone helpline to enable staff and governors to raise concerns relating to extremism directly: [020 7340 7264](tel:02073407264)

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

C. Peer on Peer Abuse

See *Peer on Peer Abuse Policy*

D. Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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.

Indicators that a child is living within a relationship with domestic abuse may include:

- being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting
- soiling clothes
- excessive risk taking
- missing school
- changes in eating habits
- obsessive behaviour
- experiencing nightmares
- taking drugs
- use of alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the DSL for referral, to be considered by children's social care.

E. Parental mental health

The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent's/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children, the impact of poor parental mental health can include:

- The parent's/carer's needs or illnesses taking precedence over the child's needs.
- The child's physical and emotional needs being neglected.
- The child acting as a young carer for a parent or a sibling.
- The child having restricted social and recreational activities.
- The child finding it difficult to concentrate, potentially having an impact on educational achievement.
- The child missing school regularly as (s)he is being kept home as a companion for a parent/carer.
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child).
- Obsessional compulsive behaviours involving the child.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

F. Other high-risk and emerging safeguarding issues include:

- Child abduction
- Children Missing from Education
- Children Missing from Home or Care
- Child Sexual Exploitation (CSE) and Trafficked Children
- Child Criminal Exploitation (including county lines)
 - Staying safe online will be taught to our children through our curriculum, as appropriate
 - See *ICT Policy*
- Fabricated and Induced Illnesses
- Faith Abuse
- Gang and Youth Violence
- Gender based violence including
 - Female Genital Mutilation (FGM)
 - Forced Marriage
 - Teenage Relationship Abuse
 - Honour Based Violence
- Missing, Exploited and Trafficked Children (MET)
- Parental Substance Misuse
- Prejudice-based abuse

Prejudice-based abuse or hate crime is a criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice-based on a person's real or perceived:

- Disability
 - Race
 - Religion
 - Gender identity
 - Sexual orientation
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- Returning Home from Care
 - Serious Violence
 - Sexual Violence and Sexual Harassment Between Children
 - Technologies including Online Safety, social media, cyberbullying, sexting, gaming, online reputation and Grooming
 - The Toxic Trio: Domestic Abuse, Parental mental health and Parental Substance misuse
 - Trafficked Children and modern slavery
 - Upskirting
 - Young Carers

Part 2 - Safeguarding issues relating to individual children's needs

In our setting, we endeavor to ensure that enough staff are trained to support any children with any medical condition. All relevant staff are made aware of the condition(s) suffered by the child and are aware of any medical needs and risks.

In relation to Intimate Care for a child, please see *Intimate Care Policy*.

Given the nature of education occurring in our setting, it is vital that all staff are vigilant with individual children's needs. Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. We must make it common practice to enable all children to make their wishes and feelings known in respect of their participation at The Rainbow Centre. All children need to know how to raise concerns and have access to a range of adults with whom they can communicate.

If any member of staff has concerns regarding fabricated or induced illness in a child, report this to the EYDSLs. It may be necessary to follow the established procedures of the Hampshire Safeguarding Children Partnership.

Where/when mental health concerns are identified in a child, staff will provide opportunities for the child to talk or receive support within the setting. Parents will be informed and ways of supporting the child will be discussed. Events such as loss or separation, life changes e.g. birth of a sibling, moving house, school transition or traumatic events e.g. abuse, bullying, injuries etc. could all disrupt the balance of daily life for any child.

- Homelessness
- Children and the Court System
- Children with family members in prison
- Children with medical conditions (in school)

Part 3 - Other safeguarding issues impacting children

A. Special educational needs and disabilities

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for a disproportionate impact on children with SEND, for example by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Having fewer outside contacts than other children.
- Receiving intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries.
- Having an impaired capacity to resist or avoid abuse.
- Having communication difficulties that may make it difficult to tell others what is happening.
- Being inhibited about complaining for fear of losing services.
- Being especially vulnerable to bullying and intimidation.
- Being more vulnerable than other children to abuse by their peers. We will respond to this by:
 - Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment.
 - Ensuring that disabled children receive appropriate personal, health and social education (including sex education).
 - Ensuring disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication.
 - Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate.
 - Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services.
 - Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

B. Bullying:

Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behavior.

›See **Anti-Bullying Policy** for our procedure

C. Private Fostering:

The following definition is from the **Children Act (1989)** - Private Fostering:

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative, with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full or half blood or by marriage) or step-parent will not be a private foster carer.

Carers and parents are required by the Law to notify the children's services department of any private fostering arrangement. In our setting, if we become aware that a child is being privately fostered, we must inform the Children's Services Department and inform both the parents and carers that we have done so.

D. Parenting:

As we are fully aware in our setting, children with medical conditions and/or needs that may have a direct impact on behaviour can cause challenges for their parents in dealing with behaviours. Parents struggling with the behaviours of their child should not be a safeguarding concern. However, parenting does become a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child in situations of risk or harm. In this event, we follow the Centre's Child Protection Procedures.

E. Other safeguarding issues impacting child participants include:

Drug/substance misuse
Faith abuse
Gangs and Youth Violence

If the staff at the Rainbow Centre suspects that anyone who has permission to collect a child is under the influence of alcohol/drugs/any other substance, staff will telephone a secondary contact on the child's emergency contact list, as all staff has a legal obligation to keep all children safe.

If the adult collecting the child is non-compliant and acts in an aggressive manner, staff will call the police for further assistance.

F. Perplexing presentations (PP) / Fabricated or induced illness (FII)

The Royal College of Paediatrics and Child Health have added the term "Perplexing presentations" to the guidance around FII.

Perplexing Presentations (PP) has been introduced to describe those situations where there are indicators of possible FII which have not caused or brought on any actual significant harm.

It is important to highlight any potential discrepancies between reports, presentations of the child and independent observations of the child. What is key to note are implausible descriptions and/or unexplained findings and/or parental behaviour.

There are three main ways that a parent/carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history.
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness, we will follow the HIPS protocol and inform children's social care.

[Welcome | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk)

Part 4 - Processes

The following are areas to be considered or procedures to be followed to mitigate risks and/or how to act if concerns arise.

A. Safer Recruitment:

- See Safer Recruitment Policy

It is vital to security screen all potential staff, including processing checks of identity, criminal record (enhanced DBS), right to work in the UK and confirmation of the applicant's experience and history through references.

B. Staff Induction:

All new staff will be provided with training to enable them to fulfil their role and understand the following documents:

- Child Protection Policy and Procedures
- Safeguarding Policy
- Staff Behaviour Policy
- Part One: Keeping Children Safe in Education (September 2023)

C. Health and Safety

- See Health and Safety Policy and Procedures

D. Site Security:

At The Rainbow Centre, we endeavour to provide a secure site, although we recognise that the site is only as secure as those who use it. As a result, all people on site must adhere to the following rules:

- Everybody attending The Rainbow Centre is required to sign in on arrival and out on departure.
- During the working day, all staff must sign in/out when they enter/leave the premises.
- Visitors will be identified by wearing a visitor's badge.
- See Arrivals and Departures Policy

E. Off Site visits / Transporting Participants:

- See Procedure for Outings

F. First Aid:

- See Accident Procedure

G. Physical Intervention:

- See Physical Handling Policy

H. Taking, Use and Storage of Images:

- See ICT and Social Media Policies

I. Disqualification under the Childcare Act:

The Childcare Act (2006) was put in place to prevent adults who have been cautioned or convicted of several specific offences from working within childcare.

Staff (meaning individuals employed by the Centre or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- they work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years' provision. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.

We comply with the "Disqualification under the childcare act 2006" guidance issued on 31 August 2018. **We require any staff potentially impacted by this piece of legislation to notify our EYDSL immediately.**

The guidelines of the Charity Commission document "What to Report?" will be considered when implementing this policy and procedure

Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages:

www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance

Links to online specific advice and guidance can be found at

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/onlinesafety>

Links to other pages from the local authority on safeguarding can be found at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren>

The procedures of the Hampshire Safeguarding Children Partnership can be accessed at <http://hipsprocedures.org.uk/page/contents>

Legal framework:

This policy has been drawn up based on law and guidance that seeks to protect children, namely:

The Protection of Children Act (1999)
Data Protection Act (2018)
The Children Acts (1989 and 2004)
Every Child Matters (2003)
Childcare Act (2006 and 2018)
Children, Schools and Families Act (2010)
Working together to safeguard children (2018)
Counter-Terrorism and Security Act (2015)
Disqualification under the Childcare Act (2006)
Keeping Children Safe in Education (December 2023)
Human Rights Act 1998 (HRA)
Equality Act 2010
Public Sector Equality Duty (PSED)