



Safeguarding Children

**Guidance for
all Childcare Providers**
Revised May 2011



Contact Numbers

Children Schools and Families Customer Access Point
020 8547 5004

Kingston's Childcare Development Advisers
Early Years Advisory Team 020 8547 5215
(Daycare, pre-school, crèches)
Out of School care 020 8547 6585
Childminding 020 8547 6578/84

Pre-school Learning Alliance 020 7697 2500
National Childminding Association 0845 880 0044
National Day Nurseries Association 01484 407070

Members of the above professional organisations will be able to access their legal help lines.

If you are worried a child is being hurt or abused, contact:

Safeguarding Services: 020 8547 6587
Children's Emergency Duty Team Out Of Hours:
020 8770 5000

If you know a child needs additional help and support contact **ASKK Kingston Information Sharing Hub** (the local response to the national Prevention and Early Intervention Strategy initiative). : **020 8547 5888**

Services for Disabled Children: **020 8547 6523**

Kingston Police: (office hours) **020 8721 5872**

Kingston Police: (24hrs) **0300 123 1212**

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Safeguarding and promoting children's welfare

“All childcare providers must take necessary steps to safeguard and promote the welfare of children”

(Early Years Foundation Stage Welfare Requirements)

Introduction

“All those who come in contact with children and families in their everyday work, including staff who do not have a specific role in relation to child protection, have a DUTY to safeguard and promote the welfare of children.”

(‘What To Do If You’re Worried A Child Is Being Abused’) (DH, HO, DES, ODPM and LCD 2003).

<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04319-2006&>

Childcare providers must have in place:

- A designated person, who is trained and responsible for safeguarding of children,
- A written safeguarding procedure/policy,
- A system aware of safeguarding policies and procedures promoting the safeguarding of the welfare of children in their care
- Whistle blowing policies to enable staff to raise serious concerns within the setting and codes of conduct for all staff.

Preface

Childminders and everyone working in daycare services should know how to recognise and respond to the possible abuse or neglect of a child. Private, Voluntary and Local Authority daycare providers caring for children under the age of 5 must be registered by Ofsted under the Children Act 1989 and the Childcare Act 2006 and should have a written statement, based on the procedures laid out in the booklet 'What to do if you're worried a child is being abused – Summary'.

All childcare providers must have a copy of the booklet "What to do if you're worried a child is being abused – Summary" available to all staff in their settings and all staff must have read and understood its contents.

What is Child Abuse?

Definition:

Child abuse is a generic term encompassing all ill-treatment of children. This includes serious physical and sexual assault as well as cases where the standard of care does not adequately support the child's health or development.

Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm.

Abuse can occur in a family or an institution or community setting.

Every child or young person has a right to be cared for in a way that does not harm their physical or emotional wellbeing or development.

If you have concerns about the welfare of a child and are not sure what action you should take, you can call an ASKK Coordinator who will guide you. 020 8547 5888

Some people may be reticent about seeking advice as they may feel loyalty towards parents or carers. It is important to be aware that you can refer to the ASKK Coordinator for advice and guidance to ensure that you are taking the most appropriate action for the child(ren) in question.

Safeguarding and promoting children's welfare

“All childcare providers must take necessary steps to safeguard and promote the welfare of children

Specific legal requirements:

From September 2008 the Welfare Requirements (Early Years Foundation Stage) replaced the National Standards for Under 8's Day Care and Childminding:

Safeguarding

An effective safeguarding children's policy and procedure must be implemented.

All providers **must** inform Ofsted, without delay, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (where that allegation relates to harm or a abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

An early years provider, who without reasonable excuse, fails to comply with this requirement, commits an offence.

Providers **must** also notify Safeguarding Services 020 8547 6587 (or the Emergency Duty Team 020 8770 5000 out of hours) without delay.

Providers **must** ensure they keep their concerns confidential.

The provider **must** ensure that all members of staff understand the procedures to be followed in the event of an allegation being made against a member of staff.

In group provision, a practitioner **must** be designated to take lead responsibility for safeguarding children within the setting, attend a Child Protection training course, and to liaise with local statutory children's services agencies as appropriate.

Statutory guidance to which providers should have regard:

All providers should have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately. Policies should be in line with LSCB local guidance and procedures.

Staff should be able to respond appropriately to:

- significant changes in children's behaviour,
- deterioration in their general wellbeing,
- unexplained bruising marks or signs of possible abuse,
- neglect,
- the comments children make which give cause for concern”.

Statutory Framework for the EYFS

Welfare Requirements (2008)

This policy should clearly set out the responsibility of staff when reporting suspected child abuse or neglect.

This should be in accordance with Local Safeguarding Children Board (LSCB) procedures and should include contact and telephone numbers for the local police and children's services – **See back cover.**

Handling Concerns

Sometimes you will become worried about a child's behaviour or injuries but the child may not have said anything to suggest that they have been abused:

- do not keep things to yourself,
- discuss your concerns with your manager or a colleague,
- keep a written record of your concerns,
- do not rely on someone else to take action,
- refer to flow chart 1 in "What to do if you're worried a child is being abused – Summary"

Are there:

- a. Concerns for the immediate actual or likely safety or welfare of the child?

If 'yes', what is the nature of the concern?
eg: Physical abuse
Emotional abuse
Sexual abuse.
Neglect

- b. Concerns about the child's safety or wellbeing or longer term care?
- c. Grounds for believing that the child /young person would benefit from preventative services.

If the answer to (a) or (b) is 'yes', there should always be a referral to the relevant Children Services Team - **Contact Safeguarding Services: 020 8547 6587**

The parent should be informed of this referral unless to do so would compromise the safety of the child although parental consent is not required.

If the answer is (c):

Contact **ASKK, Kingston's Information Sharing Hub.**
020 8547 5888

All local authorities are required to have systems in place to identify children who are at risk of failing to achieve their potential and to ensure that appropriate help and support is provided at an early stage. In Kingston, these children are defined as those who have additional needs, requiring an integrated multi agency response which cannot be met within a universal setting but who do not cross the threshold for statutory intervention by specialist services.

Parents, or anyone working with children can call an ASKK Coordinator to discuss any child they have concerns about. The outcome will depend on the circumstances but could range from:

- Giving advice about local services
- Logging concerns about a child
- Flagging a child with parental consent, through completion of a Signposting to Services Form or CAF (Common Assessment Framework) for dual agency support, where additional needs have been identified which are impacting on the child/young person's health, learning or wellbeing that requires intervention or support.
- Flagging a child with parental consent, through completion of a CAF for a coordinated multi agency package of support where a Lead Professional will be identified. Children and

young people in this group will have multiple factors or indicators of disadvantage.

When seeking advice or reporting information, be sure that you clearly understand and keep a record of any actions you are told to take along with related timescales.

For information on who to contact for advice and guidance please refer to Contact Numbers at the back of this booklet.

Handling Disclosures

It often takes a great deal of courage for a child to talk to anyone about their abuse.

Children learn to be very good at covering up the abuse and give plausible explanations for what happened.

Children may have to betray a person who is close to them, who they may love, or who has power over them.

A child who discloses may risk a great deal by hoping that you will believe in what they say.

When responding to a child that has made an allegation of abuse;

- Stay calm.
- Listen carefully to what is said.
- Do not promise to keep secrets – find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others.
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.

- Record in writing what was said, as soon as possible, using the child's own words – note date, time and names mentioned, to whom the information was given and ensure that all records are signed and dated.
- Follow your setting's child protection procedures and inform the Designated Member of staff for Child Protection or your Manager as soon as possible.

See back page for contact telephone numbers

Allegation of abuse against adults working with and looking after children in early years and childcare settings

There is a separate "Guidance for Managing Allegations of Abuse against all Adults Working with and Looking After Children in Early Years and Childcare Settings".

The flowchart overleaf is taken from that guidance

ALLEGATIONS/CONCERNS AGAINST AN ADULT IN THE SETTING (INCLUDING CHILDMINDER'S FAMILY MEMBERS)

Allegation is made against an adult in the setting and is reported to the setting's CP designated person

Setting contact **Local Authority Designated Officer (LADO)** – 020 8547 5243 and notifies Ofsted

LADO decides if the adult

- has harmed a child or put a child at risk of harm
- has displayed behaviour involving or relating to a child that might constitute a criminal offence, or
- has behaved in a way that raises concern about the adult's suitability to work with children

Yes

Maybe

No

Local Safeguarding Children Board (LSCB) procedure applies

LADO consults with relevant professionals

No further action by LADO

LADO Senior Strategy Meeting

A Senior LADO Strategy Meeting is a multi-agency meeting chaired by the LADO to exchange information and decide on formal investigation processes, which may include a police investigation

Setting investigate as a disciplinary matter

Support available from Early Years

Setting and Early Years Advisory Team feeds back to LADO on setting's own disciplinary investigation and decisions made

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How can children be harmed?

Physical abuse

This is probably the most obvious form, as injuries can often be seen. All children acquire bumps and bruises, cuts and grazes from time to time, but sometimes the injuries are found in unusual places, this may be a cause for concern.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Some examples of physical abuse are:

- hitting, shaking, throwing,
- fractures
- burns and scalds
- biting,
- poisoning, drowning and suffocation

The impact of physical abuse:

Physical abuse can lead directly to neurological damage, physical injuries, disability or... at the extreme... DEATH” Harm may be caused to children by both the abuse itself, and by the abuse taking place in a wider family or institutional context of conflict and aggression, including inappropriate or inexpert use of physical restraint.

Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems, and educational difficulties.

Violence is pervasive and the physical abuse of children frequently coexists with domestic violence.

Working together to Safeguard Children HM Government (2010)

Neglect:

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.

Examples of neglect may include:

- failure to provide food and clothing
- failure to ensure access to appropriate medical treatment
- neglect of the child's basic emotional needs
- failure to ensure adequate supervision
- not being protected from domestic violence
- the parent's inability to provide emotional support due to substance misuse.

The impact of neglect:

Severe neglect of young children has adverse effects on children's ability to form attachments and is associated with major impairment of growth and intellectual development.

Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglected children may also experience low self esteem, feelings of being unloved and isolated. Neglect can also result, in extreme cases, in death.

The impact of neglect varies depending on how long children have been neglected, the children's age, and the multiplicity of neglectful behaviours children have been experiencing. *Working together to Safeguard Children HM Government (2006)*

Sexual abuse

Involves forcing or enticing a child to take part in sexual activities, including prostitution, 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 penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving the children in looking at, or in the production of, pornographic material or watching sexual activities, or 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.

Some physical signs of sexual abuse may include:

- Pain, itching, bruising or bleeding near the genital/anal area,
- Sexually transmitted diseases
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking/sitting down
- Pregnancy

Recognition can be difficult, as there may be no physical signs and indications are likely to be emotional/behavioural.

Changes in behaviour which can also indicate sexual abuse:

- Sudden unexplained changes in behaviour (aggressive/withdrawn)
- Having nightmares
- Running away from home
- Sexual knowledge beyond developmental level
- Sexual drawings or language
- Bedwetting

- Eating problems (anorexia/overeating)
- Self harm or mutilation
- Saying they have secrets they cannot tell anyone about
- Substance misuse
- Acting in sexually explicit ways

The impact of sexual abuse:

Disturbed behaviour – including self-harm, inappropriate sexualised behaviour, sexually abusive behaviour, depression and a loss of self esteem – has been linked to sexual abuse. Its adverse effects may endure into adulthood. The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child. A number of features of sexual abuse have also been linked with severity of impact, including the relationship of the abuser to the child, the extent of premeditation, the degree of threat and coercion, sadism and bizarre or unusual elements. A child's ability to cope with the experience of sexual abuse, once recognised or disclosed, is strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. The reactions of practitioners have also had an impact on the child's ability to cope with what has happened, and on his or her feelings of self worth. (For further information see *Child Sexual Abuse: Informing Practice from Research*)

A proportion of adults and children and young people who sexually abuse children have themselves been sexually abused as children. They may also have been exposed as children to domestic violence and discontinuity of care. However it would be quite wrong to suggest that most children who are sexually abused inevitably go on to become abusers themselves.

Working together to Safeguard Children HM Government (2010)

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.

Examples of this may include:

- Withdrawal of love and affection or being consistently undermined, belittled, threatened or shouted at.
- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- A child may be taunted about their looks, attitudes, height or hygiene.

The impact of long-term emotional abuse:

There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse, including the impact of serious bullying.

Emotional abuse has an important impact on a developing child's mental health, behaviour and self esteem. It can be especially damaging in infancy.

Underlying emotional abuse may be as important, if not more so, than other more visible forms of abuse in terms of its impact on the child.

Domestic violence is abusive in itself. Adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Working together to Safeguard Children (2010).

Some physical signs of emotional abuse may include:

- A failure to thrive or grow, particularly if the child puts on weight in other circumstances (e.g. hospital, away from parent's care)
- Sudden speech disorders
- Developmental delay, either in terms of physical or emotional development.

Changes in behaviour which can also indicate emotional abuse:

- Regressive behaviour e.g. rocking etc.
- Being unable to play
- Fear of making mistakes
- Self harm
- Fear of parents being approached regarding their behaviour
- Drug/alcohol misuse
- Mental health problems
- Difficulties with relationships

Other forms of abuse to be aware of are:

Racial and Religious harassment

This affects how a child behaves.

Harassment and attacks place a child at risk of significant harm emotionally and physically and failure to protect a child from racism is likely to affect the well being of a child.

“The wisest course is to be humble when considering the extent of one’s own knowledge about different cultures and to take advice whenever it is available”.

Lord Laming - Victoria Climbié Inquiry Report (2003).

The Internet and indecent images of children

In recent times there has been an increase in the availability and use of pornographic magazines, videos and web sites that are aimed specifically at young children in order to convince them that sexual abuse is ‘normal’ behaviour.

Abuse of disabled children

Disabled children are at increased risk of abuse and the presence of multiple disabilities appears to increase the risk of both abuse and neglect

Ensuring equality of opportunity does not mean that all children are treated the same. It does mean understanding and working sensitively with diversity.

Information Sharing and Integrated Working – Early Intervention and Prevention.

- The Common Assessment Framework (CAF) is a standardised approach to assessing children and young people's needs. It is one component of the integrated working agenda
- The CAF will help you to decide how these needs should be met, understanding how to share information legally and appropriately
- It aims to help everyone whose work brings them into contact with children and families
- To identify children with additional needs and intervene much earlier to help them
- The CAF is intended to be simple to use and is geared towards the practical delivery of holistic support to children and young people.
- The CAF is a key element of our strategy to delivering more effective early intervention and prevention in response to the Children Act amendment 2004.
- It is a tool for the identification and initial assessment of children and young people considered to be in need of additional support
- In the Borough this is most likely to be the case when a child or young person is in need of targeted support.
- The CAF will help practitioners to consider key indicators of vulnerability, identify and assess any risks or protective factors, specify desired outcomes and identify key services.

Royal Borough of Kingston Children's Services Procedures Manual

The first edition of the new procedures manual for the Royal Borough of Kingston children's services was published in October 2010.

<http://www.proceduresonline.com/kingston/childcare/>

This manual is integrated with the London Child Protection Procedures which can be accessed via the link to the page above.

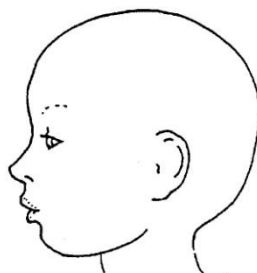
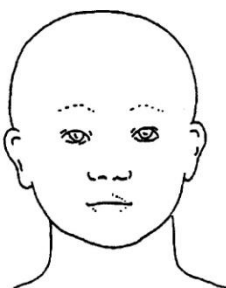
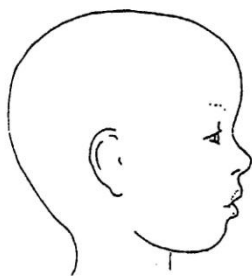
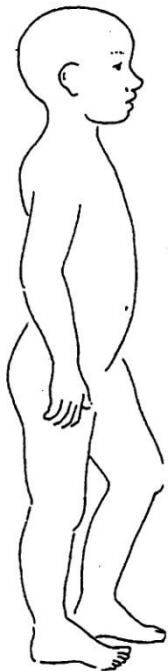
Appendix 1
Sample log sheet

Date/ time	Incident	Physical Injury	Behaviour	Conversation	Non-attendance	Action Taken	Signatures

Appendix 1 ctd.

SKIN MAPS

Signature: _____ DOB _____

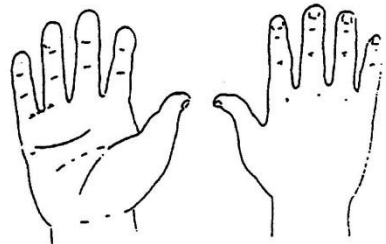
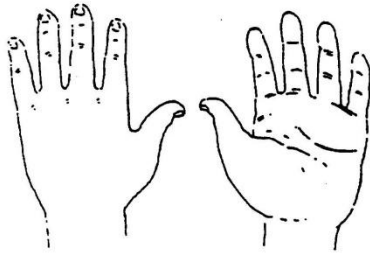
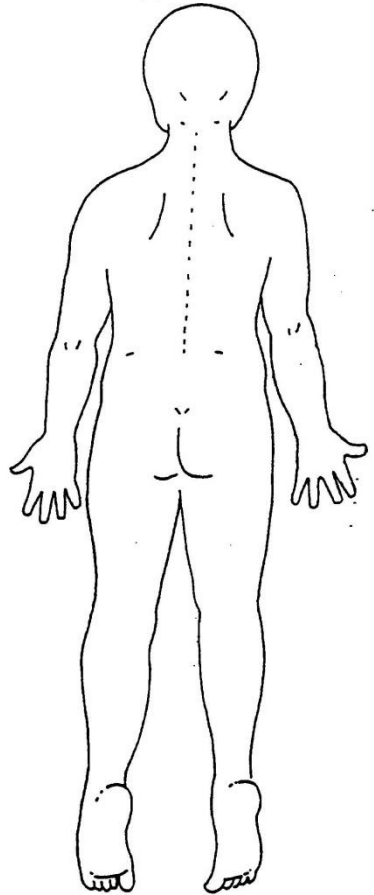
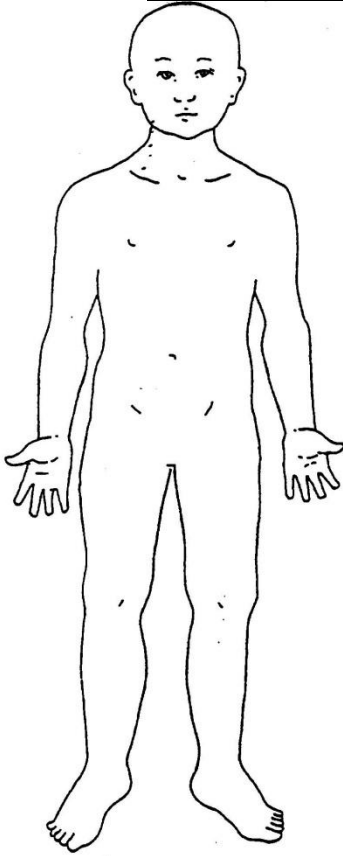


Signature: _____ Date: _____

Appendix 1 ctd.

Signature: _____

DOB: _____



Signature: _____

Date: _____

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Updated May 2011
Childcare Support Team, Childcare and Family Support
Ground Floor Guildhall 1, Kingston, KT1 1EU
020 8547 6582

Additional copies can be obtained from the address above