



Child Safeguarding & Child Protection Policy

The safety and wellbeing of all children is of paramount importance and it is the responsibility of all the community of to promote good child care practice and protect children from harm.

Honeybees Day-care will operate under the relevant provisions of The Children Act (1989) & (2004) and the Birmingham Safeguarding Children Board (BSCB) Guidelines. Any suspicions of abuse will be reported to the relevant Children, Young People and Families Department.

This policy applies to all children from unborn up to 19 years of age (Section 105 of the Children Act 1989, and up to 25 years of age where there is a continuing duty of public care or SEN issues)

Children under 1 year of age are most at risk of abuse. It is therefore imperative that the welfare of the unborn children of service users who are pregnant is considered including the risk from domestic abuse.

This policy has been written in line with government and local guidance, specifically:

- **‘Working Together to Safeguard Children, a guide to inter-agency working to safeguard and promote the welfare of children’ (2013)**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281368/Working_together_to_safeguard_children.pdf
- Statutory Framework for The Early Years Foundation Stage (2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- Birmingham Right service Right Time
http://www.lscbbirmingham.org.uk/images/RSRT_2013reprint_BSCB_guidance_doc.pdf
- Birmingham Early Help Agenda



- Ofsted:
<http://www.ofsted.gov.uk/sites/default/files/documents/eyfs2014/Evaluation%20schedule%20for%20inspections%20of%20registered%20early%20years%20provision%20from%20September%202014.pdf>
- Help children to achieve more: (Every Child Matters .2004)-See appendix 1
- Any relevant information or provided by the Early Years and Childcare Team.

Relevant legislation:

- Children's Act (1989 s17 , s47 and 2004)
- Protection of children Act (1999)
- Data Protection Act (1998) 8
- Safeguarding Vulnerable Groups Act (2006)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race relations (Amendment) Act & Regulations (1976 & 2000)
- Equalities Act (2006)
- Data Protection Act (1998) Non Statutory Guidance

In order to safeguard children and young people Honeybees Day-care expects all staff, volunteers, students and partners to use the following:

CR8/CR10 Forms

All staff will log any concerns per child for close monitoring. This information will include:

- Any concerns regarding the child
- Any accidents or incidents which may have taken place during their attendance at Honeybees Day-care
- Any significant discussions with parents/carers which the Key person judges to relevant.
- Any communications with outside agencies relating to the child.

Managers will review this information every 4 weeks to ensure proactive measures are taken to support children's individual needs and the holistic needs of the family for any safeguarding issues.

The Family Common Assessment Framework (FCAF)



Children accessing Honeybees Day-care may under-go a pre-CAF assessment in order to establish and address any needs as concerns are raised or on entry as part of the registration process. The Pre-CAF will be reviewed regularly, as the need may arise, to ensure appropriate support is delivered in a timely fashion. This promotes integrated multi-agency working, whereby information is shared, service planning and the delivery is coordinated and provided at an early stage to prevent/reduce the likelihood of under-achievement, family breakdown or any other family support needs going unaddressed.

Information Sharing promotes multi-disciplinary and multi-agency working at an early stage in order to identify and provide services to children in need of additional support before their needs escalate.

Green lane Little Tots expects all staff to refer to the **information Sharing: Guidance for practitioners and managers** to ensure good practice.

<https://www.education.gov.uk/publications/eOrderingDownload/00807-2008BKT-EN-March09.pdf>

Honeybees Day-care will work with its partners to develop a common approach should suspicions of abuse be expressed. Abuse is defined as physical, emotional, sexual, verbal and neglect. Concerns with regard to the impact of domestic abuse on children will also be raised. Any concerns with the exception of sexual abuse may be raised in a sensitive manner with the child's carers. All concerns regarding sexual abuse will be raised with the relevant Children Young People and Families Department prior to speaking with the family, as is procedure.

Staff will make a detailed record of all observations and discussions contemporaneously. This will include the concern, action taken and outcome. The record will be factual and not opinion based. All concerns will be reported immediately to one of the Designated Senior Persons (DSL).

At least one DSL is available throughout the day, however if in the unlikely event that they are not present, staff will endeavour to contact them immediate or contact The Children's Information & Advice Service, the MASH or The Emergency Duty Team directly, for further support in case of emergencies.



Early Years Duty Team	Contact Times Monday –Fri 08:00-18:00	Purpose General advice, support & safeguarding Queries	Tel: 0121 675 4996 / 1943
Position of Trust Concerns The Children’s Information & Advice Service or	Monday – Thurs: 08.45 – 17.15 and Fri: 08.45 – 16.15	Safeguarding advice& Referrals	0121 303 1888 Email: iat.citywide@birmingham.gov.uk



SAFEGUARDING POLICIES

Child protection is a central part of but not separate to safeguarding. It is the process of protecting individual children identified as either suffering or at risk of significant harm as a result of abuse or programme of work. It also includes measures and structures designed to prevent and respond to abuse.

All employees, volunteers, consultants, agency staff, sub contractors, partner organisations and visitors are obliged to follow this policy and maintain an environment that prevents exploitation and abuse and which encourages reporting of breaches of this policy using the appropriate procedures

Managers at all levels are responsible for ensuring employees, volunteers, consultants, visitors and partner organisations are aware of the policy and are supported to implement and work in accordance with it, as well as creating a management culture that encourages a focus on safeguarding. They must ensure that they are responsive, acting immediately if they become aware of any safeguarding concerns, and supportive towards employees or volunteers who complain about breaches in this policy.

It is intended to help us to have a common understanding of safeguarding issues, develop good practice across the diverse and complex areas in which we operate and thereby increase accountability in this crucial aspect of our work. Whilst it is recognised that local legislation may vary from country to country, this policy identifies our minimum standards and may exceed the requirements of local legislation. Any breach of this policy will be treated as a disciplinary matter, which may result in immediate termination of employment or contract, withdrawal of volunteer status, and reporting to the police, relevant regulatory authority or other body.

Abuse – a violation of an individual’s human and civil rights by any other person or persons. It can take the form of physical, psychological, financial or sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the health, survival, development or dignity of a child, young person or vulnerable adult. Abuse can be a single act or repeated acts and can be unintentional or deliberate. Abuse often involves criminal acts.



Neglect – the persistent failure to meet a vulnerable person’s basic physical and/or psychological needs, likely to result in the serious impairment of his/her health or development. Examples include failure to provide adequate food, clothing and shelter, failure to protect them from physical or psychological harm or danger; failure to ensure adequate supervision (including the use of inadequate care-givers); or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a vulnerable person’s basic emotional needs.

Physical abuse – includes hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm, misuse of medication, restraint, or inappropriate sanctions.

Psychological abuse – includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from activities. Examples 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 the child, which may include interactions that are beyond the child’s developmental capability. It may involve serious bullying.

Sexual abuse – involves forcing, enticing or coercing someone to take part in sexual activities, whether or not the child is aware of what is happening. The activities 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 of clothing. They may also include non-contact activities, such as involving a 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 can be carried out by adults or other children.



Honeybees Day-care regards a child as anyone under the age of 18 years, irrespective of the age of majority in the country in which the child lives or in their home country. It is widely recognised that children are generally more vulnerable to abuse and exploitation due to factors such as age, gender, social and economic status, developmental stage, and dependence on others.

The Children Act 1989

The full document can be found here: [Children Act 1989](#). The essentials of this piece of legislation are –

- To allow children to be healthy.
- Allowing children to remain safe in their environments.
- Helping children to enjoy life.
- Assist children in their quest to succeed.
- Help make a contribution – a positive contribution – to the lives of children.
- Help achieve economic stability for our children's futures.

The Children Act outlined the definition of Children in Need, which is a useful definition to be aware of. "a child who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a Local Authority; or

A child whose health or development is likely to be significantly impaired; or further impaired, without the provision for him of such services; or A child is disabled"

It therefore places the responsibility with the local authority to ensure that these children are safeguarded. Local authorities are tasked with attempting to ensure, wherever possible, that children are brought up in their own families. This definition is key to safeguarding as in 2019 there were 399,500 children considered to be a child in need.



Equality Act 2010

The Equality Act 2010 aims to protect people or groups of people who have one or more 'protected characteristics'. These protected characteristics are features of people's lives upon which discrimination, in the UK is now illegal.

The protected characteristics listed in the Act are:

1. Age.
2. Disability.
3. Sexual orientation.
4. Sex.
5. Gender reassignment.
6. Marriage and civil partnership.
7. Pregnancy and maternity.
8. Race.
9. Religion and belief.

This means that equal and fair treatment to everyone must be applied in a variety of aspects of everyday life including work, leisure and health and social care. It stipulates the following with regards to how individuals should be treated equally and fairly:

Every individual has the right to be treated equally and fairly and not be discriminated against regardless of any 'protected characteristics'.

Every individual has the right to be treated with respect and dignity.

Health services have a duty to ensure that services are fair and meet the needs of everyone, regardless of their background or current circumstances.



Children and Families Act 2014

This Act aims to ensure that greater protection is available for children who have been classed as vulnerable. It includes children who may be in foster care and those who are looked after or have additional needs. The Act also ensures that a Education, Health and Care Plan is produced for any child who has been identified as having additional needs.

The United Nations convention on the Rights of the Child 1992

The United Nations Convention on the Rights of the Child (UNCRC) underpins many pieces of legislation that relate to the roles of individuals who work with children, such as the Children Act (2004) and the Equality Act 2010. The UNCRC highlights the importance of treating every child as a unique person, which helps to ensure that all of their needs are met in a way that is specific to them, enabling them to have a high quality of life.

The Human Rights Act 1998

Although usually associated with adults, this Act provides equal rights to children who are also protected by its content.

Human rights within the United Kingdom are protected by the Human Rights Act 1998, which means that if an individual believes that their human rights have been breached, they can take action against this in a court of law.

Examples of rights that are contained within the Act, known as 'Articles' are:

- The right to freedom from torture and inhumane or degrading treatment or punishment.
- The right to liberty and security.
- The right to freedom of thought, conscience and religion.
- The right to freedom of expression.
- The right of access to an education.



Keeping Children Safe in Education 2019

This document can be found here: [Keeping Children Safe in Education](#). This document outlines statutory guidance for keeping children safe in schools and colleges. It is an update from the 2016 document.

It is organised into five parts.

- Safeguarding information for all staff (make sure all the staff in your school read at least this part)
- The management of safeguarding
- Safer recruitment
- Allegations of abuse made against teachers and other staff
- Child-on-child sexual violence and sexual harassment

The key takeaway from this document is the focus on making sure that all staff are knowledgeable about safeguarding and current legislation. It provides a step-by-step approach for how safeguarding should be structured in schools and colleges, and what good practice looks like.

Staff roles and responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility.

All staff should make sure that any decisions made are in the best interests of the child.

All staff should –

Provide a safe environment in which children can learn.

Know about (and feel confident to use) school safeguarding systems, including:

- Policies on child protection, pupil behaviour and staff behaviour (your code of conduct).
- Your safeguarding response to children who go missing from education.
- The role and identity of your designated safeguarding lead (DSL) and any deputies.

They need to know –



- How to identify children who may benefit from early help and what your local early help process is.
- How to make referrals to children's social care and for the statutory assessments that may follow a referral, and their role in these assessments.
- How to identify signs of abuse and neglect, and what to do if a child makes a disclosure.
- How to maintain confidentiality by only involving those who need to be involved.
- That they should never promise a child confidentiality.

Working Together to Safeguard Children 2018

The full document can be found here. The main purpose surrounding the development of this document was to share the importance of an inter-agency approach to safeguarding. This guidance was created after many instances of children not being kept safe due to the failure of different agencies to communicate and work together. When you think of safeguarding, it is important to think about it in terms of a jigsaw puzzle. Only once all the pieces are in place, can you see the full picture.

For example, a well-know, very tragic incident was the murder of Victoria Climbié by her Great-Aunt and Great-Aunt's bodyfriend. While I do not want to share the details here, if you do wish to learn more about this case, please do feel free to take a look at this link: [The Victoria Climbié Inquiry](#). Simply, Victoria moved to England with her Aunt in 1999, at the age of 8, after leaving the Ivory Coast where she was born. Victoria's Aunt moved in with her boyfriend a couple of months later, where Victoria began to be severely abused. Victoria visited the hospital on numerous occasions with various injuries, noticed by different professionals. Victoria's Aunt managed to 'explain' the injuries and social services intervention was cancelled. This happened more than once. Victoria's Aunt confessed to social services that her boyfriend sexually assaulted Victoria, but retracted her statement. No further action was taken. On 24 February 2000, Victoria was rushed to hospital suffering from malnutrition and hypothermia. She died the next day. When a home office



pathologist examined her body, he noticed over 128 separate injuries and scars and described it as, “The worst case of child abuse I’ve encountered.”

Sadly, this is one case of many that led to changes in current legislation. However, in Working Together to Safeguard Children, we see a considerable focus on an inter-agency approach to safeguarding, which aims to prevent occurrences such as that of Victoria Climbié’s from ever occurring.

This document provides guidance on:

Assessing need and providing help including early help.

Organisational responsibilities.

Multi-agency safeguarding arrangements.

Local and national child safeguarding practice reviews; and child death reviews.

This guidance sets out details of the local authority’s responsibility regarding the protection, safeguarding and welfare of all children. It also sets out details regarding how organisations and individuals should work together when conducting assessments of children.

The key principles from the legislation are:

- Safeguarding is everyone’s responsibility: for services to be effective each professional and organisation should play their full part.
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children

The Children and Social Work Act 2017

This Act intends to improve support for looked after children and care leavers, as well as promoting the welfare and safeguarding of children. It sets out corporate parenting principles for the local authority to be the ‘best parent it can be’ to children who are in its care.

Local authorities are, under this Act, obliged to publish their support offer to care leavers and promote any educational attainment of children who have been adopted or placed in long-term care arrangements.



The Education Act 2002

The Education Act 2002 places a duty on educational settings such as schools and colleges to ensure that the safeguarding and welfare of children is paramount to the way in which their setting functions.

Specific duties are placed on local education authorities and governing bodies under Section 175 of the Act, which maintains that:

The local education authority must make arrangements for ensuring that their responsibilities in terms of safeguarding are exercised so that children are safe and that their welfare is promoted.

The governing body of a school should make arrangements to ensure that their functions concerning the school's conduct are exercised with a view of safeguarding and promoting the welfare of children who attend the school.

The governing body of a school should ensure that staff receive adequate training related to the safeguarding and promotion of the welfare of children.

Designated Safeguard Lead

Every single school should have a DSL whose responsibility it is to ensure that school follows safeguarding legislation and guidance. This individual should ensure that the school has their own safeguarding policy and child protection policy. If you ever have any concerns about the safeguarding of a child, or the conduct of another member of staff, the first step is to speak to the DSL and they will advise you of what the next steps are. The role of the safeguarding lead is to keep up-to-date on all developments in legislation and government guidance in order to ensure that the school consistently exhibits good practice. Another aspect of this role is to make sure that all staff and people working with children in the school setting, including those in the offices and cleaning staff, have a solid understanding of safeguarding, the signs to look for and what to do if they have any concerns.

Some statistics to be aware of –

- 3.1 million adults in the UK experienced sexual abuse, before the age of 16, from either an adult or child perpetrator.



- Prevalence of sexual and emotional abuse, and neglect, is higher in females. For physical abuse the prevalence is around the same.
- Only 1 out of 8 children who are sexually abused are known to the police or children's services.
- Over 90% of abused children were abused by somebody they knew.

The inclusion of these figures is not aimed to scare or shock you, merely to help you to understand the importance of every single professional involved in a child's life being aware of safeguarding procedures and how to keep children safe. Reporting your suspicions is key, it is always better to report something and it turns out to be nothing, than the other way around.

Safeguarding has to be the primary concern for people working with children. Above all else, the safety of children has to be a priority, everything else comes in second place. As somebody working with children, being aware of your workplace's safeguarding policy and practice is essential. Please remember that it is better to report something even if you are not sure it is something that needs reporting. Safeguarding is no place for second guessing yourself. Being aware that guidance continually changes in order to adapt to the needs of society and 'failings'. The key priority of safeguarding at the moment is inter-agency working and as this approach is perfected, the likelihood of abuse falling under the radar should decrease dramatically. If you see something; say something!

Protecting children from female genital mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of the external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

FGM is often performed by someone with no medical training who uses instruments such as a knife, scalpel, scissors, glass or razor blade. Children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained.

The age at which FGM is carried out varies. It may take place:



- When a female baby is newborn
- During childhood or adolescence
- Just before marriage
- During pregnancy.

There are four main types of FGM:

- Type 1 (clitoridectomy) – removing part or all of the clitoris.
- Type 2 (excision) – removing part or all of the clitoris and cutting the inner and/or outer labia.
- Type 3 (infibulation) – narrowing the vaginal opening.
- Type 4 – other harmful procedures to the female genitals including pricking, piercing, cutting, scraping or burning (NHS Choices, 2019). Labia elongation (also referred to as labia stretching or labia pulling) involves stretching the labia minora, sometimes using sticks, harnesses or weights (AFRUCA, 2016).

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause: severe pain, shock, bleeding, infection such as tetanus, HIV and hepatitis B and C, organ damage, blood loss and infections, death in some cases.

Sometimes religious, social and cultural reasons are given to justify FGM, however it's a dangerous practice and can cause long-lasting health problems that continue throughout a child's life, including:

- Incontinence or difficulties urinating
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible kidney failure
- Cysts and abscesses
- Pain during sex
- Infertility
- Complications during pregnancy and childbirth
- Emotional and mental health problems (NHS Choices, 2019).



Reporting

If you think that a child may be at risk of FGM or if you suspect that FGM has already occurred, you must seek help and advice – even if the FGM didn't happen recently.

If you think a child is in immediate danger, contact the police on 999. If you're worried about a child but they are not in immediate danger, you should share your concerns.

Follow your organisational child protection procedures. Organisations that work with children and families must have safeguarding policies and procedures in place.

Contact the FGM helpline on 0800 028 3550 or by emailing fgmhelp@nspcc.org.uk.

Apply for an FGM protection order. Anyone can apply on Gov.uk if they are concerned that someone is at risk of FGM.

Contact your local child protection services. Their contact details can be found on the website for the local authority the child lives in.

Contact the police.

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in those under age 18 to the police (Home Office, 2016).

Under Section 5 of the Criminal Law (Northern Ireland) Act 1967 it is an offence to fail to report a 'relevant offence' to the police. This includes:

- Knowing or believing that an offence has been committed
- Having information which could lead to the apprehension, prosecution or conviction of an offender.

This legislation covers offences against children and adults and includes offences related to FGM.

Legislation, policy and guidance

It is illegal to carry out FGM in the UK. It is also a criminal offence for UK nationals or permanent UK residents to perform FGM overseas or take their



child abroad to have FGM carried out. The maximum penalty for FGM is 14 years' imprisonment.

Key legislation

In England, Northern Ireland and Wales, the Female Genital Mutilation Act 2003 sets out the law surrounding FGM. In Scotland it is the Prohibition of Female Genital Mutilation (Scotland) Act 2005.

Mandatory reporting

In England and Wales, regulated health and social care professionals and teachers have a mandatory duty to make a report to the police if:

They are informed by a child under the age of 18 that they have undergone FGM

They observe physical signs that an act of FGM may have been carried out on a child under the age of 18 (Section 74 Serious Crime Act 2015).

The Mandatory reporting of female genital mutilation – procedural information (Home Office, 2016) sets out this duty in further detail.

In Wales, professionals who identify cases of FGM must report to the local authority as well as the police (Female Genital Mutilation Act 2003 and Social Services and Well-being (Wales) Act 2014).

Guidance

Each UK nation has its own guidance which sets out:

How to identify whether a child or young woman may be at risk of female genital mutilation (FGM)

How to identify a child or woman who has undergone FGM

How to protect those at risk and support those already affected

How to prevent and end FGM.

In England and Wales, the Multi-agency statutory guidance on female genital mutilation provides advice and support to professionals with the responsibility to safeguard and support those affected by FGM (Department for Education,



Department of Health and Social Care and Home Office, 2020). This guidance should be considered alongside other statutory safeguarding guidance.

The Home Office has published a resource pack on female genital mutilation, which includes guidance and support materials for local authorities, professional services and voluntary organisations (Home Office, 2021).

The Department of Social Care has provided practical guidance on safeguarding women and girls at risk of FGM (Department of Health and Social Care, 2017).

In Northern Ireland professionals should follow the Multi-agency practice guidelines: Female genital mutilation (PDF) (Department of Health, 2014). The Department of Health and Safeguarding Board for Northern Ireland (SBNI) have also published guidance about safeguarding and risk assessment for FGM (Department of Health and SBNI, 2020).

In Scotland the guidance is Responding to female genital mutilation in Scotland: multi-agency guidance (PDF) (Scottish Government, 2017).

The Home Office has produced guidance for police and Border Force staff taking part in Operation Limelight, a multi-agency safeguarding operation at the UK border responding to FGM (Home Office, 2020).

Prosecution guidance

In England and Wales, the Crown Prosecution Service (CPS) provides Female genital mutilation prosecution guidance (CPS, 2019).

Policy

In September 2018, law enforcement agencies in the UK and USA signed an intelligence sharing agreement to help tackle FGM. Organisations including the National Police Chiefs' Council (NPCC), the Metropolitan Police and Border Force in the UK; and the Federal Bureau of Investigation (FBI) and Department of Homeland Security in the USA agreed to share intelligence about travel patterns between the UK/USA and countries where children may be taken for FGM to be carried out.

This will help agencies to build their knowledge about FGM and learn from each other to tackle FGM more effectively (NPCC, 2018).

