



THE LONDON BOROUGH

BSCP Early Intervention Conference  
16 October 2019

# ‘Everyone who works with children has a responsibility to keep them safe’

Working together to safeguard children 2018





All who work in

Early Years must have a commitment to safeguarding children, consideration of their health, development, safety, welfare and wellbeing.

# The Early Years Foundation Stage sets the foundation of safeguarding measures for early years providers to follow.

*They are based on four overarching principles, including:*

- Children learn and develop best in an enabling environment in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children are unique, learn constantly and can become resilient, capable, confident and self-assured
- Children learn and develop best in different ways and at different rates
- Children learn strength and independence from positive relationships

# Culture of safeguarding: questions for managers on best practice

## **Identify**

How do managers, leaders and staff identify children who may need early help or who are at risk of abuse?

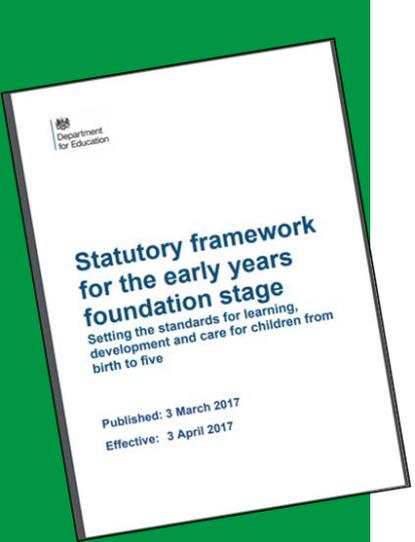
## **Help**

What timely action do staff take to ensure that children get the right support when they need it, including preventative work, and how well the setting works with other agencies?

## **Manage**

How does the registered person manage their statutory responsibilities, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

# EYFS Safeguarding and Welfare Requirements



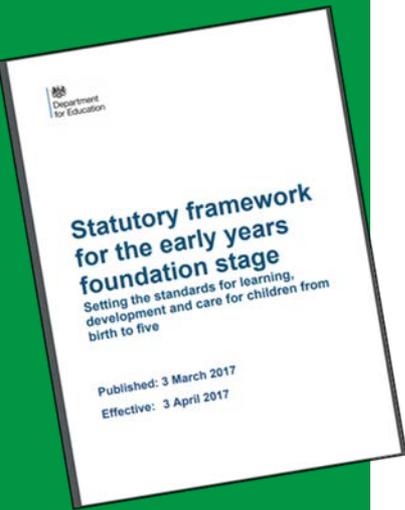
Department for Education  
Statutory framework  
for the early years  
foundation stage  
Setting the standards for learning,  
development and care for children from  
birth to five

Published: 3 March 2017  
Effective: 3 April 2017

- Providers **must** take all necessary steps to keep children safe and well
- Promote good health
- Manage behaviour
- Maintain records, policies and procedures
- Each child assigned a Keyperson
- **Must** be alert to any issues of concern in the child's life at home

# Safeguarding & Welfare Requirements

- Robust policies and procedures
- Appoint a designated lead
- Prioritise the welfare of the child
- Create a culture where staff are confident to challenge senior leaders
- Contribute to inter-agency working
- Have regard to *Working Together to Safeguard Children* & other statutory guidance



# Personal development

- Amendments to personal development to ensure the importance of **secure attachments** to promote children's wellbeing



- Practitioners teach children the language of **feelings**, helping children develop **emotional literacy**



# Creating a child centred environment



- The early years setting feels a safe place to be
- Children's views and contributions are respected
- Adults and children are respectful of each other
- There is a culture of openness, honesty and trust
- Staff allow children to be heard
- Self-esteem is high

**Child's  
Voice at the  
Centre**

# Support from the Quality Team

- Below good Ofsted judgment
- Pre-and post Ofsted registration
- Deliver class based and INSET training



# Early Years Safeguarding Committee

- Representation from all sectors
- Development of support and guidance documents (policy and procedures)
- Termly forums
  - LADO
  - CAF
  - BCP
  - MASH
  - Private Fostering

# Section 11 Audit

- Biennial
- Self-evaluation
- Action plans
- Monitoring visits

**Section 11 Audit - a self-assessment tool covering the Early Years Foundation Stage EYF's section 3 Welfare requirements & Listed requirements**  
 (User Details and Introduction)

Working Together 2010 requires all LSCBs to monitor and evaluate any organisations working with children and young people and ensure they are fulfilling their statutory obligations. For early years settings this includes ensuring that they have robust safeguarding arrangements in place and that they are meeting requirements in relation to children's welfare.

This audit tool has been redesigned against [Learning Children, safe in education September 2016](#) and will have childcare settings self-assess how well they are meeting requirements in relation to children's welfare.

Please complete details below before returning:

Organisation name: \_\_\_\_\_  
 Email address: \_\_\_\_\_  
 Contact sign off date: \_\_\_\_\_

Please read before undertaking the audit  
 The self-assessment tool is made up of 8 worksheets, each focuses on a particular standard and outlines the requirements to be achieved.

Click the links to jump to each worksheet:  
 1. Governing body/leadership commitment to the standard & responsibility towards children is available to all staff  
 2. A clear statement of the setting's responsibility towards children is available to all staff  
 3. Fully met - as fully met, you should not need to complete this worksheet

Worksheet	Standard	Rating	Notes	Notes	Action Plan (Action - if your score is 'not met' or 'partly met' please provide evidence that your setting is meeting the standard. Please give full dates.)	Action (Action - if your score is 'not met' or 'partly met' please provide evidence that your setting is meeting the standard. Please give full dates.)
1.1	The children have a written policy on practice procedures on child protection and child safeguarding which are clearly written and clearly available. (Please make a copy with the audit form)	1. Not met	There is no written child protection policy available.			Lead person name(s): Action: Outcome: Timescale: Progress:
1.2	A clear child protection policy is in place within the organisation which is reviewed + the policy explains that safeguarding is everyone's responsibility & changes in the policy are communicated to parents.	2. Partly met	Please take 'Partly met' if your setting has some arrangements in place, but is not fully meeting the standard.			Lead person name(s): Action: Outcome: Timescale: Progress:
1.3	There is an effective and accessible process in place for complaints procedure to all practitioners.	3. Fully met	Please take 'Fully met' if your setting has some arrangements in place, but is not fully meeting the standard.			Lead person name(s): Action: Outcome: Timescale: Progress:

**Setting ACTION PLAN SUMMARY**

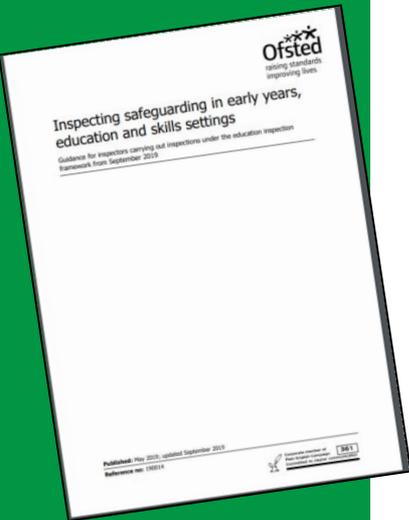
Setting name: \_\_\_\_\_  
 Date complete: \_\_\_\_\_

Question	Actions transferred from each sheet to School Action Tracker
1.1	Lead person name(s): Action: Outcome: Timescale: Progress:
1.2	1.2.1 Lead person name(s): Action: Outcome: Timescale: Progress:
1.3	1.3.1 Lead person name(s): Action: Outcome: Timescale: Progress:
2.2	Lead person name(s): Action: Outcome: Timescale: Progress:

# Ofsted inspection

- Early Years Foundation Stage requirements are being met
- Judgment that Safeguarding **is** effective or **not** effective
- Inspector will track a representative sample of two or more children
  - **Child Protection Plan**
  - **Child in Need**
  - **In receipt of Early Years Pupil Premium (EYPP)**

**Intent, Implementation & Impact**



# Healthy Early Years London (HEYL)

*Settings must undertake activities and provide parents and carers information to support their children's:*

- Social and emotional development
- Health & wellbeing
- Transitions
- Healthy mealtimes & good eating habits
- Physical activity & physical health
- Toilet training
- Immunisation
- Home learning
- Additional needs





**THANK YOU FOR  
LISTENING**

**TO MY PRESENTATION**