

# Rainbow Early Years

## Safeguarding children/child protection Policy

Rainbow Early Years (REY) staff must maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

Settings do not operate in isolation. "**Safeguarding is everyone's responsibility**" (**Working Together to Safeguard Children 2018**) It is the responsibility of all adults and especially those working or volunteering with children. The setting aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

### 1. Purpose of the policy

To raise the awareness of all staff of the importance of safeguarding children;

- and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure children and parents are aware that the setting takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all children
- To support children's development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing activities allowing for continuity and progress through all developmental stages
- To take account of and inform policy in related areas such as bullying and safety
- Identifying Privately fostered children ensuring parents and carers have notified the local authority of private fostering arrangements if not to refer them to the Wiltshire Children's Social Care as required by law.

*To notify Wiltshire Council of a private fostering arrangement or to discuss a potential private fostering arrangement, please contact Wiltshire Multi-agency Safeguarding Hub (MASH) on 0300 4560108. More information can be found at [www.wiltshire.gov.uk/privatefostering](http://www.wiltshire.gov.uk/privatefostering)*

There are three main elements to the safeguarding policy:

1. PREVENTION (positive and safe environment, careful and vigilant teaching, Accessible support to pupils, good adult role models).
  2. PROTECTION (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
  3. SUPPORT (to children, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).
2. Child Protection procedures and guidelines

### **What is Child Protection?**

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm or maltreatment.

Safeguarding, in addition to child protection, encompasses issues such as pupil mental and physical health and safety, bullying/ homophobic/biphobic /transphobic/cyber-bullying, grooming and the risk of exposure to extremist ideology, peer on peer abuse, appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

### **What is significant harm?**

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

### **Responsibilities**

The responsibility for child safeguarding falls on everybody who is employed at the setting. All adults who work at REY are expected to support the Child Protection Policy, with overall responsibility taken on by the Manager. All staff, including volunteers have a statutory obligation to report to the Designated Safeguarding Lead (DSL) or Deputy DSL in her absence, if there is suspicion of abuse/neglect of a child or if a child discloses abuse or allegations of abuse.

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education Statutory Framework for the Early Years Foundation Stage, 2014.

The Designated Safeguarding Lead is a senior member of staff designated to take lead responsibility for:

- Keeping children safe.
- Managing all child protection issues (Chair of Committee leads on allegations against staff)
- Keep secure child protection plans, write records and reports
- Child protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the setting on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the local authority and local safeguarding children board working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.

The Designated Safeguarding Lead (DSL) is: Joanne Clarke, Manager

The Deputy Designated Safeguarding Lead (DDSL) is: Helen Gorton, Assistant Manager.

The designated committee lead is: The Chairperson.

For timescales to review concerns please see flowchart attached.

## **2. Safer Recruitment Process: -**

- Makes a clear statement on the setting intentions to safeguard children.
- Share information about enhanced DBS check with barred list information; other checks (identity checks, verify the candidate's mental and physical fitness, qualifications, employment references, DBS details, right to work in the UK).
- Safer recruitment training.
- Indicate that checks will be accurately recorded on a single central record.
- Volunteers and committee members re: DBS, References, informal interview, discussion about safeguarding policy before appointment, induction and training etc.

## **3. Staff training and induction**

- We have created a safeguarding display in our meeting room for all staff to understand and follow the guidelines.
- The DSL will attend safeguarding training at least once every three years,

- Attend Local Authority safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- The whole-setting staff group will undertake safeguarding training online through WSCB virtual college common core of Knowledge and skills. The deputy DSL will attend the Foundation and Advanced Safeguarding training.
- All new staff, volunteers will receive Safeguarding induction to ensure understanding of the safeguarding policy.
- The CP policy and Code of Conduct will be provided to all staff -including temporary staff and volunteers- on induction.

#### **4. Safer working practice**

- Data Protection Act and policy responsibilities
- Safe working practice ensures that children are safe and that all staff and volunteers are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question discuss and/or take advice from management over any incident which may give rise to concern
- Record any incident of decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Be aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

#### **5. Staff behaviour**

At REY all staff need to be aware of their conduct. This conduct must include the following:

- Treating all children with respect and individuality
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact and information sharing

- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, nappy changing, physical support during or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Personal Mobile phones, SMART watches and camera's must not be used within preschool, visitors will be asked to leave in the office.
- Maintaining professional standards and boundaries at all times on and off the site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Be aware of the risk of Peer on peer abuse.
- Ensuring children's are released into safe care of a registered adult (minimum age 16 years of age)
- Children with not be allowed to leave pre-school with anyone who is considered to be under the influence of drug, alcohol or substance abuse.

## 6. Managing allegations against staff and volunteers

The Allegation Management Safeguarding Vulnerable People Partnership (formerly WSCB) flowchart has been included in Appendix 1.

Any report of concern about the behaviour of a member of staff or volunteer, must be reported to the DSL;

Joanne Clarke, (DSL), Helen Gorton (DDSL), or The Chairperson of the committee who will refer to the appropriate designated officer(s) from the local authority:

- **Multi-Agency Safeguarding Hub (MASH): 0300 456 0108**
- **Out of Hours Emergency Duty Service: 0300 456 0100**  
(5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)
- If the child is in **immediate risk**, dial **999** and ask for police assistance

Any concern or allegation against the Manager will be reported to the Helen Gorton or Chair of Committee without informing the Manager.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

REY will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Malicious allegations against staff will be investigated and dealt with by the Manager and, if appropriate, the owner or committee.

### If you have concerns about a colleague

If staff members have concerns about another staff member or volunteer than this should be referred to the Manager. Where there are concerns about the Manager this should be referred to the Chair of Committee.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The setting's whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Please see our Whistle Blowing Policy for more information.

### **7. What constitutes child abuse and neglect?**

All adults who work or volunteer with children should be able to identify concerns about child abuse. The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The four types of abuse, described in Working Together to Safeguard Children 2018 are:

- Physical abuse - actual or likely physical injury to a child, or failure to prevent physical injury. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
- Emotional abuse - severe or persistent emotional ill treatment or rejection likely to cause adverse effect on the emotional and behavioural development of a child. It may involve seeing or hearing the ill-treatment of another. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- Sexual abuse- actual or likely sexual exploitation of a child or adolescent, whether or not the child is aware of what is happening. The child may be dependent or developmentally immature. Sexual abuse also includes non-contact activities, such as involving children in looking at or in the production of sexual images.
- Neglect- the persistent failure to meet a child's basic physical and/or psychological needs, or the failure to protect a child from exposure to any kind of danger, resulting in the significant impairment of a child's health or development, including failure to thrive.

Specific safeguarding issues: REY recognises other safeguarding issues: Child Sexual Exploitation, bullying (including cyber-bullying, homophobic, biphobic and transphobic), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth

violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, and trafficking.

## **Female Genital Mutilation (FGM)**

*Female circumcision is illegal in the UK and it is an offence to take UK nationals abroad to aid, abet or carry out FGM. All agencies have a statutory responsibility to safeguard children from being abused through FGM. If you are concerned that a girl is at risk of FGM this is a child protection issue and must be documented and reported to Social Care and or the police.*

Some warning signs that **MAY** indicate a girl is at risk of FGM include:

- Parents requesting an extended leave from school on top of school holidays
- If a girl comes from a country that has high prevalence of FGM
- Mother and other siblings have already undergone FGM
- Child may indicate that they are going for a special event

## **Domestic abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

## **Mental health**

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

## **8. Preventing radicalisation and extremism**

Protecting children from the risk of radicalization and extremism is seen as part of Pre schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Staff use their judgement in identifying children who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a child. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

### **Serious violence**

*We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.*

*Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.*

*Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.*

### **Exceptional operating circumstances**

If the preschool is required to change the way we offer our provision to children due to exceptional circumstances eg during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
  - amended DSL arrangements as required (names, location and contact details)
  - temporary changes to procedures for working with children eg online.
  - amended procedures for reporting concerns
  - safeguarding training arrangements
  - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

The setting will endeavour to identify and act upon any forms of abuse according to our procedures.

## 9. Early Help

At REY, staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Therefore the setting will consider the following:

- Undertake an assessment of the need for early help
- Provide early help services e.g. Children's Centre, family outreach worker, breakfast club
- Refer to appropriate services e.g. CAMHS etc.

## 10. Responding to disclosures: guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- Create a safe environment
- Take the child to a private and safe place if possible
- Stay calm
- Reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell them that you believe them and are taking what is being said seriously
- Tell the child what you are going to do next after the disclosure
- Be honest
- Do not make promises that you cannot keep
- Explain that you are likely to have to tell other people in order to stop what is happening
- Record on the appropriate form exactly what the child has said to you as soon as possible and include the following into the form:
  - Child's name, address, date of birth
  - Date and time of any incident

- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state
- The Child Welfare and Child Protection Concern Sheet is included in Appendix 3a.
- Be clear about what the child says and what you say
- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers
- Maintain confidentiality
- Only tell those people that it is necessary to inform
- Do not take sole responsibility
- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
- The Designated Safeguarding Lead will consider the information and decide on the next steps.

Staff adhere to the setting's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must **NOT**:

- take photographs of any injuries.
- postpone or delay the opportunity for the learner to talk.
- take notes while the learner is speaking or ask the learner to write an account.
- try to investigate the allegation.
- promise confidentiality eg say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

During term time, the DSL or DDSL is always available for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and children are encouraged to express and have their views given due weight in all matters affecting them.

### **Children with Special Education Needs and Disabilities (SEND)**

children with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra one to one support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

## **11. Reporting concerns**

The 'What to do' WSCB flowchart has been included.

Where any adult in the setting has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy. In exceptional circumstances, staff members can speak directly to Children's Social Care.

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108

Out of hours: 0300 456 0108

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on 999.

### **Sharing Concerns with Parents**

When sharing information staff at REY will consider the following:

- Working together in partnership
- Confidentiality
- Recording our decision to share, or not to share, information
- Sharing concerns with parents unless to do so would place the pupil at an increased risk of significant harm
- Availability of policies
- Availability of information
- Access to pastoral and early help services
- Mention domestic abuse

- Keep an absence diary and if a child is absent for more than 2 consecutive days without a reason we will call to obtain a reason.

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

However there will be some circumstances where the Designated Safeguarding Lead will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

In some circumstances, the Designated Safeguarding Lead will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action.

Our setting shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child. REY will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to disclose any concerns they may have with REY. We make parents aware of our Child Protection Policy which is also available on demand.

### **Recording concerns**

When a concern about a child is raised by an adult in the setting, that person is responsible for making a written record of the disclosure as soon as possible after reporting it urgently to the Designated Safeguarding Lead, or their deputy.

Discussions should be recorded on the child welfare and CP record form, with details of the concern and any agreed action that is to be taken. The records must be signed and dated.

Record keeping of child protection concerns

The setting will:

- Keep clear written records of all child welfare and child protection concerns
- using the standard recording form, with a body map where injuries need to be noted, including actions taken and outcomes as appropriate.

- Ensure all child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Ensure that all child protection records relating to a child who moves to another setting or school are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this setting. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.

### Information sharing -internal process

Information concerning students at risk of harm will be shared with all members of staff on a "need to know" basis. The Designated Safeguarding Lead will make a judgement in each individual case about who needs and has a right to access particular information.

### **12. Monitoring of children subjected to a CP Plan**

Pupils who are the subject of Child Protection will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans. The setting recognises that children who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The setting will ensure that appropriate support is in place at the setting.

### **13. Children with Special Educational Needs or Disabilities**

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Wiltshire Council provides targeted support services for children and young people with Special Educational Needs and/or a Disability who need additional support with:

- Communication
- Learning and processing information
- Experiencing the world around them, including sensory difficulties
- Physical or medical conditions that affect their life and learning
- Coping with social and emotional challenges

The SEND service can be contacted on 01225 757 985.

#### 14. Follow-up support of vulnerable children

We recognise that children who are abused or witness violence may find it difficult to:

- Develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The setting may be the only stable, secure and predictable element in the lives of children at risk.
- When attending the setting their behaviour may be challenging and defiant or they may be withdrawn.
- The setting will endeavour to support the children through: Key person system, the content of planned activities.
- The setting's ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- Liaison with other agencies supporting the child such as Children's Social Care, Children's Centres, the SEND team, etc. and where appropriate initiate and/or contribute to a CAF and Team Around the Child (TAC) meetings.
- In order to create a culture of safety in the setting, REY will ensure that safeguarding is a standing item on all meetings agendas.

#### 15. Welcoming other professionals

Visitors with a professional role, such as social workers will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the setting should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the setting will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear an I.D. badge if required to do so.

#### 16. Off-site visits

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Safeguarding concerns or allegations will be responded to following the WSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Manager, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

#### 17. Photography and images

To protect children at REY we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or facebook or in newspapers or publications)
- Staff and volunteers must keep their phones securely and never use in the setting for photographs.

- Only use the setting equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.
- Consider making a statement related to events where parents are taking photographs of children that these are to be for personal use only (these are not to be shared on social media for example).
- Policy review
- The Manager will undertake an annual review of the setting's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.
- Visitors will be asked to store their personal belongings (including phones) in the office or meeting room while they visit.

## 18. Escalation policy

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases the WSCB escalation policy is used.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Date of policy last review: Dec 2017

Date of next review: Dec 2018.

Reviewed 14-8-18 J. Clarke.

Reviewed 30-8-19 J Clarke.

Reviewed 4-8-20 J Clarke.

To be reviewed annually.

Reference:

WSCB Wiltshire Safeguarding Children's Board - <http://www.wiltshirelscb.org/>

Department