

Updated Early Years Publications and Guidance

November 2015, Early Years Team

Date	Update	Actions to implement change
January 2015	Introduction of the revised SEN code of practice and the SEND reform bringing about the education, health and care plans to replace Statements of SEN. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	Update policy in line with SEND reform Use of Education, Health and Care Plans Awareness of services available under the Local Offer
November 2014	Ealing Safeguarding Children Guidance – Policy and procedures for voluntary, community, Faith and Private Organisations 2014 http://www.ealing.gov.uk/downloads/file/3835/yellow_book_2014	Obtain revised copy of Yellow Book Check regularly for updates to ensure most recent version is obtained and used to inform policy and practice
February 2015	Introduction of the Counter Terrorism and Security Act 2015 Prevent Duty Guidance September 2015 https://www.gov.uk/government/publications/prevent-duty-guidance	Update Safeguarding policy with Prevent duty (see Appendix 1) Add 4children’s summary (March 2015) of Fundamental British Values to curriculum and children’s learning activities (See Appendix 2) Access prevent training for all staff – link provided http://course.ncalt.com/Channel_General_Awareness/01/index.html For list of all types, categories, factors and risks related to child protection to inform policy (See Appendix 3)
October 2015	Mandatory reporting of Female Genital Mutilation (Arising from FGM Act 2003) https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information	Implement duty as dictated in law Procedure provided (See Appendix 4)
September 2015	Common inspection framework: education, skills and early years from September 2015	Read to raise awareness and understanding of framework
September 2015	Early years inspection handbook from September 2015	Use to inform practice and to develop SEF or other form of self-evaluation
September 2015	Inspecting safeguarding in early years, education and skills from September 2015	Use to inform practice and to develop SEF or other form of self-evaluation
December	Food Information Regulations 2014 – Food Allergen	Log the 14 major food allergens to enable identification of allergens in all

2014	Labelling	food provided including primary ingredients or component of an ingredient which is part of the finished product. (See Appendix 5)
March 2015	What to do if you're worried a child is being abused	Review to inform policy and practice
March 2015	Working together to safeguard children	Review to inform policy and practice
March 2015	Information sharing. Advice for practitioners providing safeguarding services to children, young people, parents and carers	Review and implement updates in policy including reporting allegations against a professional within one working day

The Prevent duty

The Prevent duty guidance for England and Wales places a duty on schools and other providers in the Counter-Terrorism and Security Act 2015, to have due regard to the need to prevent people from being drawn into terrorism, (HM Government, 2015). As an Early Years Childcare Provider (*Name of Setting*) has regard to the prevent duty which aims to prevent people from being drawn into terrorism

Protecting children from the risk of radicalisation forms a part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

In order to fulfil the prevent duty, the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage which sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

We build children's resilience to radicalisation by promoting these values, namely;

Democracy: making decisions together

Rule of law: understanding rules matter (PSED)

Individual liberty: Freedom for all

Mutual respect and tolerance: treat others as you want to be treated.

Ideas for activities to promote the British values within the Setting are shared and documented

(*Name of Setting's*) procedures for identifying children who may be vulnerable to radicalisation, and knowing what to do when they are identified is implemented as we observe any behaviours of concern including behaviours of adults in a child's life, and take action in line with statutory guidance i.e. Working Together to Safeguard Children and Keeping Children Safe in Education.

Actions may include challenging behaviours and referring concerns through the Ealing Children's Integrated Response Service (ECIRS) on 02088258000 or seeking non-urgent advice through Prevent Regulatory Services - Paul smith smith@ealing.gov.uk and Anjum Khan KHanA@ealing.gov.uk.

Prevent duty coordinator- Nazia Matin-0208 825 8895 matinn@ealing.gov.uk

Procedures for safeguarding children from abuse are embedded in our safeguarding policies and procedures and practice.

Fundamental British Values in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty).

To help demonstrate what this means in practice, the following examples are based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in PSED:

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in PSED

As part of the focus on managing feelings and behaviour:

Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

<http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years/>

Safeguarding policy (guidance to inform policy)

Child Abuse -defined in s47 of the Children Act; any situation where a child is, or is likely to, suffer 'significant harm'.

The four categories of child abuse are:

- Physical abuse,
- Emotional abuse
- Sexual abuse
- Neglect

The following factors must be outlined in policy and understood in practice:

- Social exclusion
- Domestic violence
- Mental illness
- Drug and alcohol abuse (substance misuse)
- Parental learning disability
- Private fostering
- Abuse of disabled children
- Fabricated or induced illness
- Child abuse linked to a belief in spirit possession
- Sexually exploited children
- Female genital mutilation
- Children affected by gang activity
- Complex, multiple or organised abuse
- Forced marriage or honour based violence
- Child victims of trafficking
- Radicalisation
- E-technologies/keeping children safe online
- Bullying

Mandatory reporting of Female Genital Mutilation Procedure

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

From 31 October 2015 onwards, the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information).

It is recommended that reports are made orally by **calling 101**, the single non-emergency number.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty applies to cases directly disclosed by the victim. If a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, any such disclosure will be referred to children’s social services (ECIRS-020 8825 8000) in line with wider safeguarding responsibilities. In line with safeguarding best practice, we will contact the girl and/or her parents or guardians as appropriate to explain the report, why it is being made, and what it means.

Reports will be made as soon as possible after a case is discovered, and preferably by the close of the next working day.

Food Information Regulations 2014 Food Allergen Labelling

On 13 December 2014 rules about food labelling changed. There are 14 major food allergens food business must be aware of and will need to be able to identify in order to comply with the new rules.

Pre-packed foods: you must label the allergens present in your food, be they a primary ingredient or a component of an ingredient which is part of the finished product. The list of allergens which must be declared is listed in the FSA leaflet titled **Allergy: what to consider when labelling food**, which can be downloaded from:

<https://www.food.gov.uk/sites/default/files/multimedia/pdfs/publication/allergy-labelling-prepacked.pdf>.

The list of allergenic ingredients that must be declared are listed in the FSA leaflet titled **Allergen information for loose foods**, which can be downloaded from: <https://www.food.gov.uk/sites/default/files/multimedia/pdfs/publication/loosefoodsleaflet.pdf>

An example could be a chef's allergen menu matrix which can be downloaded from:

<http://www.food.gov.uk/sites/default/files/allergen-chart.pdf>, filled on your computer or can be printed out and filled, in hard copy.

For further information please visit:

- <http://www.food.gov.uk>
- <http://allergytraining.food.gov.uk/english/food-allergy-facts.aspx>
- <http://www.food.gov.uk/sites/default/files/multimedia/pdfs/maycontaininguide.pdf>

Please note, from the 13 December 2016 new rules will be introduced on mandatory nutritional declaration for foodstuffs. Be aware of this and make appropriate decisions relating to your labelling prior to this date.