

How to put child protection legislation into practice

Health and Safety Act 1974

- Complete and follow all training required to perform your role. This includes safeguarding and child protection training.
- Remain alert to hazards. Report accidents and incidents.
- Ensure there are no obstructions to fire exits, and children know how to evacuate if there is a fire or fire alarm.
- Ensure all equipment is well maintained and safe.
- Conduct and review regular risk assessments of the environment.
- Complete daily health and safety checks. Check indoor and outdoor areas for any hazards or debris that could cause harm to a child. Do this in the morning, before children and young people enter the setting, and continue throughout the day.
- Plan school outings in advance, checking welfare facilities are available and ensuring sufficient staff are available to support the activity.
- Gain parental consent prior to taking children on a trip.
- Make sure children are provided with high visibility jackets when attending school trips.
- Know who the trained first aider in the school/college is and how to contact them.
- Never allow visitors without ID to enter premises.
- Wear personal protective equipment when supporting a child to change a nappy or other personal hygiene activity.
- Complete moving and handling training before moving any objects or picking up a child.
- Ensure toys are safe. If you identify a broken toy remove and report it immediately.
- Support and educate children to be aware of risks, such as when using scissors. Remind the child what the risks are and why they could be injured. Also demonstrate how to use scissors safely and only use equipment that is age-appropriate, to reduce risk.
- Check staff ratios are safe and in line with the organisation's policies and procedures.



Children's Act 1989 and 2004

- Attend safeguarding training and know who your Designated Safeguarding Lead (DSL) is.
- If you are concerned about a child's welfare or safety you must share information with the DSL as soon as possible, or report to children's social services.
- Promote the welfare of children when they are in the education setting.
- Always act in the best interests of the child.
- Adopt a child-centred approach to safeguarding. Keep them at the centre of safeguarding decisions and take into consideration their views. Ask them what they want to happen in safeguarding matters.
- If abuse is observed or you suspect a colleague of carrying out abuse, this must be reported in line with your organisation's safeguarding policies and procedures.
- If a child discloses abuse, listen to them and take what they say seriously.
- Be alert to signs and indicators of abuse, if abuse is suspected take action in line with your organisation's child protection policy and procedures. You can read the ['Working Together to Safeguard Children'](#) (2019) guidance to better understand different forms of abuse and how you should manage them.
- Remain objective and nonjudgmental when working with children. Never make assumptions that a child is not experiencing abuse, always be vigilant.
- Identify children that may need early help, being alert to children with unmet needs so support can be agreed in collaboration with the children's family (if appropriate).
- If anyone working with children is concerned about the child's welfare, an immediate alert must be made with your local children's social care services.
- Know and be aware of local safeguarding protocols for your area.
- Educate and empower children to understand what abuse is, why it is wrong and what they can do to stop it.



Human Rights Act 1998

- Respect children and their wishes. Listen to them.
- Value every child for their unique qualities.
- Ensure the environment is safe for children. Complete risk assessments and follow health and safety legislation.



Education Act 2002

- Identify concerns as early as possible and report them immediately to the DSL or children's social service.
- Know and follow your organisation's child protection policy and staff behaviour policy (Code of Conduct).
- If you are not confident with safeguarding practices, request additional training and support.
- Know how to respond to indicators of abuse. Act immediately if there are indicators of abuse or a child discloses abuse.
- Follow your setting's bullying procedure and take action as soon as you observe or suspect that a child is being bullied.

Equality Act 2010

Anyone working with people has a duty of care to promote equality in their role. The Equality and Human Rights Commission 2019 states:

'...ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born or, what they believe.'

Discrimination is in direct contrast to this, it is defined as any form of unjust or prejudicial treatment of different categories of people, who live with a protected characteristic. So, you should:

- Recognise and celebrate children's differences.
- Support parents to understand these differences and work in partnership to educate and learn about different cultures. For example, where parents belong to different faiths, invite them in to provide information about their faith and culture as an education tool. Request additional training if needed.
- Ensure equality of opportunity for every child. Ensure all teaching and education resources are appropriate for every child. Ensure learning activities are appropriate for the age and developmental point of the child.
- Listen to each child equally and show an interest in the things they have to say.
- Provide children with the support they need to enable them to develop their learning. You need to know how much support children need and when.

- When supporting children with physical disabilities it is important to ensure the layout of the setting enables the child to access everything easily. Make sure there is sufficient space and tables are at the right height to enable the child to use their wheelchair for example.
- Find out more information about children's disabilities. Liaise with the Special Educational Needs Coordinator (SENCo) within your setting and conduct your own research through organisations such as [Mencap](#) or [Scope](#).
- Find out about each child's preferences and interests and engage in conversations about these interests.
- Provide support for bilingual children, so they can develop their native language in their home and the English language. You could read books that support bilingualism that all children can be involved in.
- Make an effort to provide children with objects they associate with their culture, such as different flags, foods, clothing or utensils. Take care not to place all items in the home area, as this can foster stereotypical attitudes around how people from different ethnicities and cultures behave.
- Provide opportunities for all children to choose what to cook with adult supervision. This enables children from ethnic minority groups to cook food from their culture as well as providing a learning experience for other children.

Counter Terrorism and Security Act 2015

- Remain alert to terrorism and indicators of terrorism.
- Identify children and young people that may be at risk of radicalisation. Report to the DSL or local children's social care services.
- Embed the Fundamental British Values into practice and learning – individual liberty, rule of law, democracy, mutual respect and tolerance to those with different faiths and beliefs.
- Support children to understand what the Fundamental British Values are and why they are important.

Data Protection Act 2018

- Gain consent from individuals before sharing information about them with others, unless the individual lacks mental capacity or there is a safeguarding concern.
- Only share children's information without parental consent where you suspect a child is or the child tells you they are being abused.
- Information about individuals should only be shared with other people involved in their care and support on a need-to-know basis.
- When information is shared on this basis, other professionals, colleagues and organisations involved in the care and support of the child must be provided with sufficient information to enable them to perform their role.
- Never talk about the children in your care outside of the workplace and/or in front of other people that are not involved in working with them.
- Never leave documentation about children in communal areas for other people to pick up.
- If you feel a security breach has taken place, report this to the Data Protection Officer in your organisation. Know who the Data Protection Officer is.