



Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

1.1 Children's Rights and Entitlements

Policy statement

Impact Montessori is committed to promoting and respecting the rights, dignity, individuality and entitlements of every child.

We recognise that children are individuals with their own views, feelings, experiences, identities, abilities, interests and ways of communicating. We provide an inclusive, nurturing and respectful environment where children are supported to feel safe, valued, confident and able to participate in decisions and experiences that affect them.

We promote children's rights and entitlements by:

- providing a safe, secure and nurturing environment in which children are respected and protected from harm, abuse, neglect and discrimination;
- supporting children to develop a positive sense of identity and self-worth, including respect for their race, ethnicity, culture, language, religion or belief, family background, disability, sex and other aspects of their identity;
- recognising and valuing children's home languages and supporting children who communicate in different ways;
- providing children with appropriate opportunities to make choices, develop independence and exercise age- and developmentally appropriate autonomy;
- listening carefully to children's verbal and non-verbal communication and taking their views, feelings and preferences seriously;
- enabling children to express their needs, feelings and ideas in ways that are appropriate to their age, stage of development and individual communication needs;
- helping children to develop positive relationships with their families, peers and other adults;
- supporting children to recognise healthy and respectful relationships and to seek help from trusted adults when they feel worried, unsafe or uncomfortable;
- providing additional communication support and reasonable adjustments where a child has a disability, special educational need or other communication difficulty;
- ensuring that children are included and have equitable access to activities, resources, learning opportunities and experiences;
- working in partnership with parents and carers to promote children's welfare, development and rights;
- ensuring that safeguarding is everyone's responsibility and that children's safety and welfare remain paramount; and
- taking action when a child's rights, safety or welfare may be compromised.

We recognise that children are not responsible for protecting themselves from abuse or inappropriate behaviour. Adults have a responsibility to create safe environments, recognise signs that a child may need help or protection, listen to children and take appropriate action.

Our approach reflects the principles of the Early Years Foundation Stage and current safeguarding expectations that children should be seen, heard, understood and involved in decisions about them in an age- and developmentally appropriate way. GOV.UK+1

What it means to promote children's rights and entitlements

To be strong

We understand being **strong** to mean supporting children to:

- develop secure and trusting relationships with consistent, responsive adults;
- feel safe, valued, respected and included;
- develop a positive sense of themselves and their identity;
- experience a sense of belonging within the setting, their family and wider community;
- develop confidence in their own abilities and celebrate their achievements;
- develop independence and an appropriate sense of autonomy;
- develop resilience through supportive relationships and opportunities to experience manageable challenges;
- develop positive relationships with other children and adults;
- develop empathy, respect and an understanding that other people have rights, feelings and perspectives;
- participate in their learning and in experiences that affect them; and
- develop the confidence and communication skills to express their wishes, feelings, needs and ideas.

To be resilient

We understand **resilience** as the ability to develop positive coping skills and confidence through supportive relationships and appropriate opportunities to experience challenge, change and uncertainty.

We support children to:

- develop a positive sense of self-worth and dignity;
- recognise and communicate their feelings and needs;
- develop strategies for managing emotions with appropriate adult support;
- seek help and comfort from trusted adults when needed;
- experience manageable challenges and learn from experiences;
- develop confidence when trying new things;
- cope with appropriate changes and transitions;
- develop problem-solving skills;
- develop empathy, respect and a sense of responsibility towards themselves and others; and
- understand that adults will listen to them and help keep them safe.

We do not expect children to manage difficult or unsafe situations independently. Adults remain responsible for providing appropriate support, supervision and protection.

To be listened to

We recognise that every child has the right to communicate their thoughts, feelings, experiences and preferences and to have these taken seriously.

We therefore ensure that:

- adults listen attentively and respectfully to children;
- staff observe children's verbal and non-verbal communication, including facial expressions, gestures, body language, behaviour, play and other forms of communication;
- children's communication is interpreted in the context of their age, development, culture, experiences and individual needs;
- children are given sufficient time and appropriate opportunities to communicate;
- staff use appropriate communication methods, visual supports, objects, gestures, symbols or other aids where needed;
- children who have speech, language, communication or other additional needs are supported to express themselves;
- children are given genuine choices wherever appropriate rather than choices that are merely tokenistic;
- children's views and preferences are considered when planning activities, routines and experiences;
- staff explain decisions to children in language they can understand;
- where a child's wishes cannot be followed, adults provide an appropriate explanation and continue to listen to the child's views;
- children's views are recorded or shared where this is relevant to their welfare, learning, development or safeguarding; and
- safeguarding concerns are never dismissed because a child has difficulty communicating or because their behaviour appears challenging.

Current safeguarding guidance emphasises that practitioners should see and speak to children, listen to what they say, observe their behaviour, take their views seriously and work with children and families when deciding how best to support their needs. It also specifically recognises the need for additional provision where children have communication difficulties or cannot readily convey their wishes and feelings. GOV.UK Assets

Children's participation and decision making

Impact Montessori provides children with meaningful opportunities to participate in decisions that affect their daily experiences.

Depending on their age and development, children may be involved in:

- choosing activities and resources;
- deciding how they would like to participate in learning experiences;
- contributing ideas about the learning environment;
- choosing books, songs, stories and activities;
- expressing preferences about routines and transitions;
- discussing friendships and relationships with trusted adults;
- contributing to discussions about their individual learning and development; and
- expressing their views about changes that affect them.

Children's participation will always be appropriate to their age, understanding and communication abilities. Participation does not mean that children make decisions that adults are legally or professionally responsible for making.

Equality, diversity and inclusion

We value every child's identity and ensure that our provision reflects and respects the diverse communities and families we serve.

We actively promote:

- respect for different cultures, ethnicities, languages, religions and beliefs;
- positive representations of different family structures and backgrounds;

- inclusion of children with disabilities and special educational needs;
- equality of opportunity;
- respectful relationships between children and adults; and
- an environment where discrimination, racism, prejudice, bullying and exclusion are challenged appropriately.

Staff will not make assumptions about children or families based on their identity, background, circumstances or behaviour.

The current safeguarding guidance reinforces expectations for inclusive and anti-discriminatory cultures and requires practitioners to challenge racism and discrimination. GOV.UK

Safeguarding children's rights

Children's rights and safeguarding are closely connected. We recognise that a child may communicate that they are worried, unsafe or experiencing harm through words, behaviour, play, changes in presentation or other forms of communication.

All staff have a responsibility to:

- remain alert to signs that a child may need help or protection;
- listen to children and take concerns seriously;
- respond appropriately to disclosures or concerns;
- follow the setting's Safeguarding and Child Protection Policy;
- share information appropriately where necessary to protect a child;
- maintain professional curiosity and not make assumptions; and
- seek advice or escalate concerns in accordance with local safeguarding arrangements.

Where a child is unable to communicate their wishes and feelings verbally, staff will use appropriate alternative methods to understand and respond to their needs.

Information sharing will be undertaken lawfully, proportionately and in accordance with current safeguarding and information-sharing requirements. GOV.UK

Working with parents and carers

We recognise parents and carers as important partners in promoting children's rights, learning, development and well-being.

We will:

- communicate openly and respectfully with parents and carers;
- seek to understand children's experiences, interests, culture, language and family background;
- share relevant information about children's progress and well-being;
- encourage parents and carers to share their views about their child's needs;
- work together where additional support is required; and
- explain how safeguarding concerns are managed in accordance with our safeguarding procedures.

Where the interests or safety of a child may be at risk, safeguarding responsibilities take priority and information may need to be shared with relevant agencies in accordance with statutory guidance.

Review and monitoring

The manager is responsible for ensuring that this policy is understood and implemented by all staff.

The effectiveness of this policy will be monitored through:

- observations of practice;
- supervision and staff discussions;
- feedback from children, parents and carers;
- safeguarding monitoring;
- consideration of equality and inclusion;
- review of children's participation and communication opportunities; and
- relevant changes to legislation, the EYFS framework or safeguarding guidance.

This policy will be reviewed at least annually and sooner where there are significant changes to legislation, guidance or the needs of the children attending the setting.

Further guidance

This policy should be read alongside:

- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers;
- Working Together to Safeguard Children 2026;
- Information Sharing to Safeguard Children and Young People;
- Impact Montessori Safeguarding and Child Protection Policy;
- Impact Montessori Equality, Diversity and Inclusion Policy;
- Impact Montessori SEND Policy; and
- Impact Montessori Behaviour and Relationships Policy.

The current EYFS framework came into force on 1 September 2026. GOV.UK

Policy approval

This policy was adopted by: Impact Montessori

On: _____

Date to be reviewed: _____

Signed on behalf of the provider: _____

Name of signatory: _____

Role of signatory: _____