



What has the Early Years got to do with it - **EVERYTHING!**

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Safeguarding and Protecting Every Child

The First National Early Years

**Safeguarding and Child Protection
Conference**



Friday November 4th 2016



THE UNIVERSITY OF
NORTHAMPTON

Health Warning



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Some Reflections...

I would not be without him but he has ruined my life and my marriage

If the birth parents had this preparation their child would not need adoption

I would like to take this opportunity to thank everyone who was not there for me, everyone who couldn't or wouldn't listen to me and everyone who failed to protect me.

Cherry (2013)

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Key Point

There is some excellent practice in early years settings but the **time is right** for us to do:

MORE





Conclusion Before I Start

- The academic field of Early Childhood is now established
- Early Childhood Education and Care (ECEC) plays a vital role in:

SAFEGUARDING

ECEC needs to **keep** stepping up to the challenge.



We need to provide the foundations for the ***adult in the child*** not wait until we have to manage the challenges of the ***child within the adult***

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(Lumsden. 2016)



Important Point

- The ECEC sector needs to be undertaking research to contribute to the child maltreatment literature.
- The sector needs to become more active partners in research bids and partner their local University.





And just a reminder

**Early Trauma
lasts.....**





Why is the time is right for a step change?





The Bigger Picture

- Since the middle 1990's there has been a substantial shift in the academic field of Early Childhood Studies.
- It is now recognised as the interdisciplinary academic study of the period 0 (conception) to eight and has its own academic benchmark (QAA).



Early Childhood Education and Care (ECEC) is focused on practice in the early years sector.



Furthermore.....

...the debate has begun to shift from early childhood to 'very early childhood' and focus on mental health (NSPCC, 2016;

Building Great Britons, 2015; Wave, 2012).

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Workforce Reform

Raising the bar

Foundation Degree in Early
Years

Early Years Professional
Status/Early Years
Teacher Status (0-5)

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Standards Early Years Teacher Status

**Much more
than early
learning**





Safeguarding

Working with others

Health and wellbeing

Child development

Attachment

Anti-discriminatory
practice

(Lumsden, 2012, 2014) Lumsden



In fact....

80% ECEC setting now
'Good or Outstanding'
(Ofsted, 2015).

Latest indicators is this ahs risen to 91%





YET....

Despite there being no apparent difference between the qualifications of those working in ECEC settings in areas of deprivation and other areas, the Ofsted Early Years Report 2015 stated.....



'While it is encouraging that outcomes for children from disadvantaged backgrounds are rising in line with the peers, there is no sign of the gap narrowing in any substantial way.

Early education can make a fundamental difference to life chances, but only if the child receives high quality early education at a young enough age' (Ofsted, 2015).



Let's make some connections



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ECEC is still not reaching all children in need





- The number of children in the care of the Local Authority is increasing year on year (DfE, 2016).
- The main reason why children enter the care system is abuse : 60% England and Wales (NSPCC, 2016).

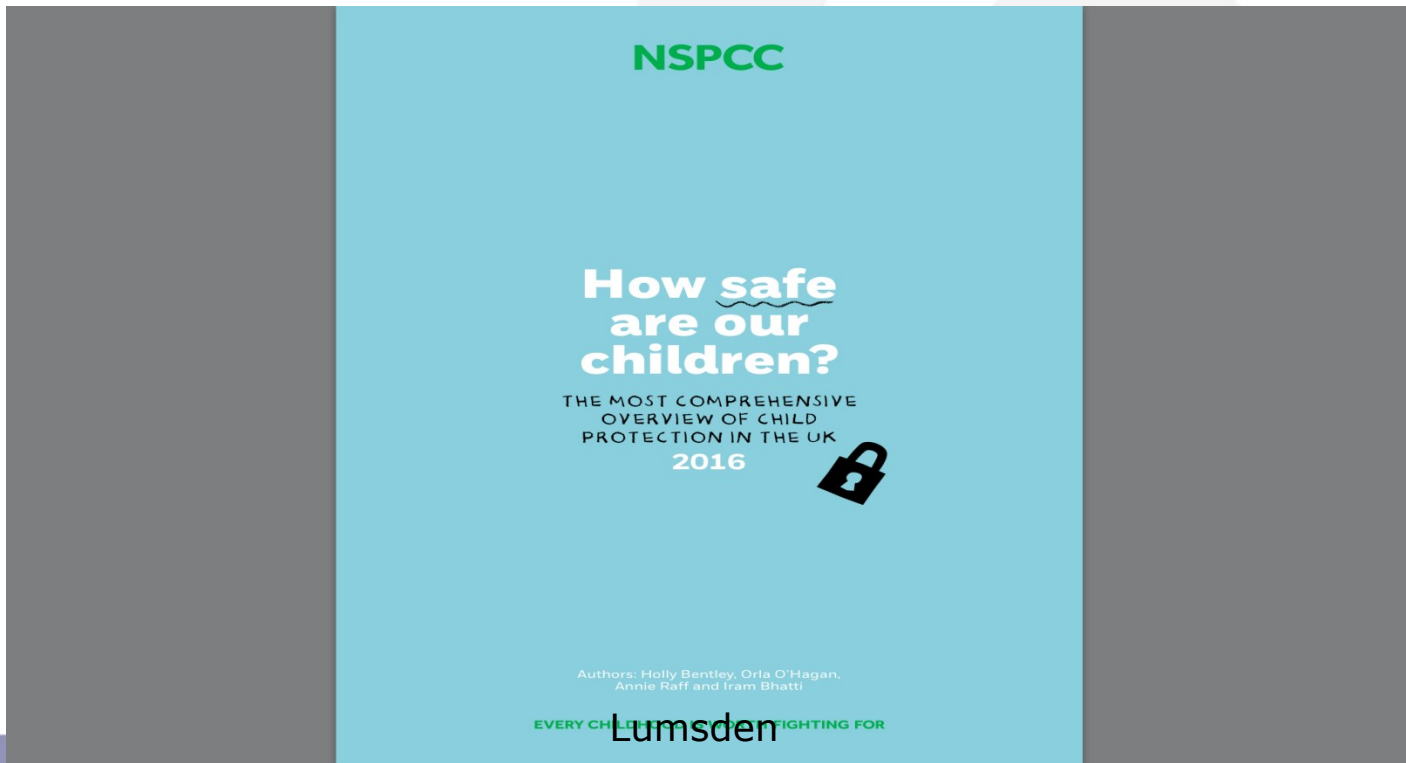


- Reduction in the number and proportion of children aged 1-4 years (from 18% of the looked after population in 2012 to 13% in 2016) but increase at age of 10.
- A slight decrease in the number and proportion of children aged under 1 year (from 6% in 2012 to 5% in 2016)

DfE, 2016



For every child identified as being abused the NSPCC argue 8 more cases go unidentified (NSPCC, 2013).





Some Good News But..

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Reminders from the EYFS

Babies and children develop in individual ways and at varying rates.

They develop resilience when their physical and psychological well-being is protected by adults.

Children's health is an integral part of their emotional, mental social environmental and spiritual wellbeing.



Safeguarding and Welfare Requirements

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.





The Challenge

- We have the research
- We have a well qualified workforce
- We have the permission embedded in the EFYS





It is not just about

Identifying Abuse

ECEC provides a unique opportunity to support young children to have improved later life outcomes



Impact of Child Maltreatment

Indiscriminate affection towards people

Aggressive/
withdrawn behaviour

Low self esteem

Lack of emotion

Impaired capacity to enjoy life

Poor social skills

Major health issues

Difficulty making relationships





Provocations

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Lets start with you....

- Do you really understand safeguarding?
- What training have you had—theory and practice?
- Do you really know how it impacts on outcomes?
- Do you really know what you can do to mediate against the impact of abuse in ECEC settings?
- What do you really think about the families you work with?
- Do you know what you colleagues think?
- How does your setting address the challenges of child maltreatment ?



Do you

...understand the impact of all types of abuse and **plan, observe and assess** to support improved later life outcomes?





And a final reminder

Every Interaction counts.....

http://www.youtube.com/watch?feature=player_detailpage&v=4wt824D1Bqg





The time is always right to do the right things

Martin Luther King



Thank you for listening



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