

1.1 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our Safeguarding Lead Practitioner (SLP) who co-ordinates child, young person and vulnerable adult protection issues is:

Carla Gilman

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- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.
 - Our Deputy Safeguarding Lead Practitioner is

Ria Mickleburgh

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- Either the SLP or Deputy will be on site at all times.
 - Our designated safeguarding officers on our management committee who oversee this work are:

Alison Preston and Julia Pink

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- The safeguarding lead, the suitably trained deputy and the designated officers ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.

- The SLP (and the person who deputises for them) understands NSCB safeguarding procedures, attends relevant NSCB training at least every three years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the Multi-Agency Safeguarding Hub (MASH) or Norfolk Safeguarding Children's Board (NSCB). Staff receive updates on safeguarding regularly and safeguarding is a standing item on both Team meetings and supervision meetings.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand NSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand their responsibilities under the General Data Protection Regulations (GDPR) and the circumstances under which they may share information about you and your child with other agencies.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct (See staff code of conduct), and follow our policies and procedures on positive behaviour management (see promoting positive behaviour policy), online safety, including use of mobile phones (see online safety and mobile phones policies), whistleblowing (see whistleblowing policy) and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.

- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks (DBS) and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- All staff are members of the DBS update service and their suitability is confirmed during every supervision or appraisal meeting.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises. Staff are asked to confirm their suitability to work with children and sign their declaration of disqualification by association form at each supervision or appraisal meeting.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.

(See Volunteer policy)
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.

- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- Staff keep their mobile phones in the toy cupboard or kitchen during sessions and visitors are asked to leave their phones in the kitchen when they sign in. Staff are also aware of camera fitted devices and ask visitors to remove them and leave them in the kitchen while visiting.
- Any personal information is held securely and in line with General data protection regulations (GDPR) and guidance from the ICO.
- The SLP in the setting has responsibility for ensuring that there is an adequate online safety policy in place (See online safety policy)
- Staff should not use social media to communicate about any topic surrounding Preschool and where social media is used to the detriment of Preschool disciplinary or legal action will be taken.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- We advise that staff do not carry out any private babysitting work for families outside of Preschool hours.
- The designated officers will support the SLP to undertake their role adequately and offer advice, guidance, supervision and support.
- The SLP will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to MASH, the LADO, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with

the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team (MASH).
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The SLP will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the SLP has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and NSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children

who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and NSCB procedures on responding to radicalisation, MASH would be contacted unless there was threat of immediate danger then the police would be contacted see prevent duty policy.
- The SLP completes online Channel training, Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the NSCB procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern using a record of concern sheet and discusses what to do with the member of staff who is acting as the SLP. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the SLP in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to the MASH and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the NSCB.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to

consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record using a record of concern sheet that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file within the safeguarding folder, which is kept securely and confidentially, a star sticker will be added to the child's main file to indicate that there is a further file on the child.
- The member of staff acting as the SLP is informed of the issue immediately.
- Where the NSCB stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the NSCB.

Making a referral to the Multi Agency Safeguarding Hub

- Our procedures for making a referral to MASH is to call their consultation line in the first instance then complete the NSCB1 Form where necessary using the threshold guidance to support the referral.

- We keep a copy of this document alongside the procedures for recording and reporting set down by the NSCB.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the NSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

Informing parents

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk or interfere with the course of a police investigation. Advice will be sought from MASH if necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the NSCB does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the SLP should seek advice from MASH, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies

- We work within the Norfolk Safeguarding Children Board (NSCB) guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and MASH to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Authority Designated Officer (LADO) when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting to either the manager or the committee chair. The manager or committee chair inform LADO immediately of any allegation made. Staff and volunteers know how to escalate their concerns if they are not satisfied with the response.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident using a record of concern form.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate and/or offer advice via e-mail in the first instance:

LADO@norfolk.gov.uk OR
cs.norfolkLADOsecure@norfolk.gcsx.gov.uk
- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by MASH in conjunction with the police.
- Where the management team and MASH agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation.

This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive appropriate training, as recommended by the NSCB, every three years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be

strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the NSCB. See our confidentiality and information sharing policies.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Important Contact numbers

Multi Agency Safeguarding Hub (MASH) - 0344 800 8020

Ofsted Complaints – 0300 123 1231

Local Authority Designated Officer (LADO) –

LADO@norfolk.gov.uk OR cs.norfolkLADOsecure@norfolk.gcsx.gov.uk

Norfolk County Council Early Years Advice Line – 01603 222 300 (Option 3)

Local Early Help Hub (Long Stratton) - 01508 533933

Police advice (through MASH): 01603 276 151 MASHSupervisors@norfolk.pnn.police.uk

NSCB (Norfolk Safeguarding Children Board): 01603 223 409 www.nscb.norfolk.gov.uk

Safer Programme (for policy, procedures and training info):01603 228 966
safer@norfolk.gov.uk

Police: 101 (non-emergency) or 999 (emergency)

Anti-terrorist hotline: 0800 789 321

NSPCC: 0808 800 500

Samaritans (for counselling):08457 909 090

FGM Helpline: 0800 028 3550

FGM e-mail helpline: fgmhelp@nspcc.org.uk

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

1.1.1 Recognition

Physical

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately causes ill health in a child. Female Genital Mutilation (FGM) is also a form of physical abuse. It is the partial or total removal of external female genitalia, it is dangerous and it is against the law.

Emotional

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery or oral sex) or non-penetrative acts. They may also include noncontact activities, such as involving children looking at, or in the production of pornographic material; or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Practitioners must also be aware of the risks involved in Child Sexual Exploitation (CSE). This is a type of sexual abuse where a child may be exploited in a sexual way in return for money, gifts or affection. Children may be groomed and tricked into believing that they are in a loving relationship, this can happen both in person and online.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to ensure adequate supervision including the use of inadequate care-takers, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.2 Safer Recruitment

We adhere to the Safeguarding guidelines for recruiting all staff, paid or unpaid by obtaining full personal details. We ask all staff and volunteers to provide two forms of photographic ID to ensure they are true to their identity. We ask all applicants to fill in an application form to include any gaps in employment and reasons for this. We always take up two written references, where possible prior to interview, and insist that any appointment, where staff has direct and / or unsupervised access to children and young people, will only be confirmed subject to a satisfactory DBS check at the appropriate level. At interview we have sound procedures and recording to ensure we are satisfied, and can evidence, that the applicant is appropriate and suitable.

Induction & Training

We have a clear induction and training strategy detailing clear job descriptions and responsibilities, all relevant procedures. All new staff will attend child protection training as soon as a training place with Norfolk County Council is available. We also agree a probationary period of 3 months with clear goals and then provide supervision/mentoring/appraisal at regular intervals.

1.3 Confidentiality

We have a clear policy in line with Safeguarding recommendations about confidentiality and information sharing and these details are made available to all adults, children, parents and carers by training, staff handbook and enrolment information. We fully endorse the principal that the welfare of children and young people override any obligations of confidence we may hold to others. Individual cases will only be shared or discussed on a "need to know" basis. All media enquiries will be handled by Ria Mickleburgh. For more information on Confidentiality and information sharing see full policies.

1.4 Public networking sites policy

Any material presented on line in reference to Newton Flotman Pre-School by any employee or volunteer is the responsibility of the poster. At no times should any posts be made in reference to Children, Parents or other professionals that employees may come in to contact with through work. At no time must any photographs or materials be published that identify the setting or Children and pictures of staff may only be used with the express permission of the staff members concerned. Any member of staff found to be posting remarks or comments that breach confidentiality and or are deemed to be of a detrimental nature to the company or other employees or posting/publishing photographs of the setting, children or staff unless staff permission has been gained will face disciplinary action.

1.5 Babysitting

Any member of staff that babysits for a child that attends pre-school is acting entirely independently and Newton Flotman Pre-School are not responsible for any actions they may take whilst doing this.

1.6 Use of Mobile Phones, Cameras and the

Internet

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

Procedures

Personal Mobile Phones

- Personal mobile phones belonging to members of staff are not used on the premises during working hours.
- Staff keep their mobile phones in the cupboard at the back of the hall and only use them during the session in an emergency and with the permission of the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- No personal mobile phones will be used for outings and only the setting mobile phone will be used.
- Members of staff will not use their personal mobile phones for taking photographs of children at any time.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. Any visitor that comes into the setting will be asked to leave their phone in the kitchen for the duration of their visit, this includes prospective parents. If absolutely necessary visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present or will be asked to leave the premises to use their phone.
- Staff only photograph children at the setting for use by the setting using the Pre-school I pads. These are used to document children's progress and to inform the child's learning journal on Tapestry, use on the pre-school website (with consent) or for other pre-school documents. All pictures must be appropriate for their intended use.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Parents may not record their child at special events where other children do not give permission however we will always endeavour to document these special times for you and upload them to Tapestry.
- Photographs and recordings of children are only taken if there is written permission to do so (found on the individual child's Registration Form).
- Where photos are used for tapestry, an agreement has been signed within the registration form by parents/careers.

Internet

All staff have a shared responsibility to ensure that children are able to use the internet and related technologies appropriately and safely as part of the wider duty of care to which all adults working with children are bound.

Children's Use:

- Laptop, iPad or tablet will be supervised by an adult at all times and any games or apps used must be from a pre-approved selection checked and agreed by the Pre-school leader.
- Online searching and installing/downloading of new programmes and applications is restricted to authorised staff members only. Children will not be able to search or install anything on a setting device.
- Google safe search will be turned on
- Parental controls will be set to ensure children can only access safe and age appropriate content.
- The Preschool leader checks the history of the ipads weekly

Tapestry

Tapestry allows staff to track and share a child's learning journey online with parents and carers in the form of photographs, video and text.

- **Only current staff members will have access to the log in details of Tapestry and the password will be changed every half term or when needed.**
- **All parents/carers will sign a separate consent form relating to Tapestry.**

The use of the internet at Pre-school is for the above use only and will not be used for personal use.

1.7 Whistleblowing Policy

Newton Flotman Pre-School is committed to delivering a high quality pre-school service. In line with that commitment we encourage employees and volunteers with serious concerns about any aspect of the Pre-School's work to come forward and voice those concerns. This policy provides individuals with protection from victimisation or punishment should they raise a genuine concern about misconduct or malpractice within the Pre-school.

This policy is not a substitution or alternative to the Pre-School's grievance procedure of complaints policy. It is intended to encourage individuals to be open and honest within the Pre-School and feel that it is safe and acceptable to raise any concerns.

These concerns may be about something that is:

- A criminal offence e.g. theft, fraud, false claims etc.
- A failure to comply with legal standards and regulations

- A miscarriage of justice
- A health and safety risk
- A deliberate concealment of information about any of the above

An employee or volunteer who, acting in good faith, wishes to raise a concern should report the matter to the Pre-School Leader who will advise the employee or volunteer of the action she will take. Concerns should be investigated and resolved as quickly as possible.

If an employee or volunteer feels the matter cannot be discussed with the Pre School Leader, he or she should report it to the Chairperson of the Pre-School committee or directly to the LADO. The Chairperson will decide in consultation where necessary with the LADO or NSCB, what action is to be taken. This may include whether the issue raised can be dealt with through the Pre-School's own Grievance Procedure.

Confidentiality will be maintained whenever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the Pre-School.

1.8 The Prevent Duty

From 1st July 2015 all early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The lead practitioner to ensure Prevent Duty guidelines are in place is Ria Mickleburgh.

A risk assessment is carried out and reviewed annually to identify potential risks under the prevent duty within our setting. This is shared with all staff and the committee to ensure that everybody understands the risks so that they can respond in an appropriate and proportionate way.

The Prevent Duty Lead Practitioner and SLP attend Channel Awareness training and all staff attend a workshop to raise awareness (WRAP) training to ensure that staff are alert to the risks of radicalisation and are confident to manage their concerns appropriately.

We are aware of the online risk of radicalisation through the use of social media and the internet. Prevent duty is a standing item on all team meeting agendas and staff supervision meetings to ensure that any worries or concerns are identified and acted upon in a timely manner.

As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The Key Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly.

We will build up an effective relationship with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation). Any concerns surrounding the Prevent duty should be shared with MASH or the police immediately.

1.9 Promoting British Values

We will build the children's resilience to radicalisation by promoting British values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS 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).

The core British values that we promote throughout our practise and delivery of the EYFS are as follows:-

1. Democracy – Making decisions together

We promote democracy by holding votes for which story we will read or which song we will sing for example. We promote turn taking and sharing throughout our practise and encourage the children to listen to each other's ideas while playing. We encourage children's understanding of each others feelings and to think about each other and play fairly.

2. Rule of Law – Understanding that rules matter

We encourage children to be a part of creating the rules for the setting such as tidying up and taking turns to be the helper of the day. We also help the children to understand about the need for rules to keep safe. We encourage children to explore their own and others feelings when situations arise and develop an understanding for what is right and wrong using age appropriate language.

3. Individual Liberty – Freedom for all

We encourage children to have a positive self-image throughout our practise. We encourage children to develop confidence in themselves by promoting age appropriate risk taking and encouraging children to develop their skills by exploring their environment in different ways. Staff encourage children to recognise individual differences in a positive way by encouraging open-ended thinking and listening to each others ideas and feelings surrounding a story, piece of music or picture.

4. Mutual Respect and Tolerance – Treat others as you want to be treated.

We actively promote an understanding and awareness of values, beliefs and cultures within the setting and the wider community through play based activities and experiences. Children are encouraged to share and discuss their family customs and routines and children are offered activities to enable them to find out more about their own family values and those of others. Staff actively challenge stereotypes regarding race, cultural and gender and encourage children's understanding that we all deserve the same level of respect for each other regardless of individual differences.

1.2 Children's rights and entitlements

Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.
- We endeavour to treat all children and young people with respect, regardless of ability or culture. We also circulate and make available to everyone by training and enrolment information *our* confidentiality statement, complaints procedures, allegations & "whistle-blowing" statements and disciplinary & grievance procedures.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and

- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards themselves and others;
- develop a sense of responsibility towards themselves and others; and
- be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.
- We positively encourage all children and young people to succeed and celebrate their achievements. We are particularly sensitive to the needs of disabled children who may achieve in smaller steps than their peers but are equally entitled to celebration.

1.3 Looked after children

Policy statement

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be

able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is Carla Gilman (SLP).
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.

- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up an EPEP (Electronic Personal Education Plan) that incorporates the child's emotional, social and learning needs. This plan is reviewed regularly and updated online via the welfare call website to ensure good partnership working with other professionals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact.
 - what written reporting is required;
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned EPEP review meetings that will include the foster carer and colleagues from the Virtual School for Looked After Children.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form and using Superfox software:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We ask parents to set up a password system for authorised people to collect their children at registration.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 01508 470 680.

- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
 - If we have any cause to believe the child has been abandoned we contact the Multi Agency Safeguarding Hub:
If the children's social care team is unavailable or as our local authority advise we will contact the local police.
 - After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
 - The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents, a nominated family member/friend or by a social care worker, or by another person specified by social care.
 - Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
 - We ensure that the child is not anxious and we do not discuss our concerns in front of them.
 - A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted will be informed if the uncollection of the child escalates to a safeguarding concern.