



SAFEGUARDING POLICY

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Female genital mutilation (FGM)

Appendix 1



Introduction to policy

This policy is available on request from the Scarning Pre School's office. We also inform parents and carers about this policy when their children join our setting.

The managers should ensure that the Safeguarding policy is:

- Publicly available for parents and carers to view online on our Scarning Pre School website.
- Available to all staff in a communal folder in the staff room and make them aware that they are available to view on our website.

PRODUCTION AND REVISION OF POLICY

Scarning Pre School's committee and managers provide the staff with the opportunity to contribute to the safeguarding arrangements and child protection policy. We consult staff on proposed changes to the policies and seek their opinions, knowledge and views on how arrangements could be further strengthened.

As a setting we follow the guidance from the DfE by:

- Providing policies to parents via the Pre School website and paper copies, which are kept in the office and are available on request
- Available to all staff in a communal folder in the staff room and make them aware that they are available to view on our website.
- taking feedback from staff and outside agencies throughout the year to inform revisions of the policy and practice and when new legislation arises

This policy is reviewed by the Committee on an annual basis.

This policy was last reviewed and agreed by the settings committee on

Signature Chairperson Date:



Scarning Pre School Ethos

Scarning Pre School aims to:

- Provide high quality care and education for children primarily below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of its local community; and
- Offer children and their parents a service which promotes equality and values diversity.

As a member of Scarning Pre School, your child:

- is in a safe and stimulating environment;
- is given generous care and attention, with our ratio of adults to children;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key worker who makes sure your child makes satisfying progress;
- is in a setting which sees you as a partner in helping your child to learn and develop; and is in a setting in which parents help to shape the service it offers.

Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. 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.

Key commitment 1

Scarning Pre School is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Staff and volunteers

- Our designated person (a member of staff) who co-ordinates child protection and prevent issues is:

Gill Watkinson (in her absence Hannah buck and Ellie Foster)

- Our designated officer (a committee member) who oversees this work is:

Margaret Hollingworth

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We ensure that this policy is a fair and transparent policy that all parent /carers can understand. Giving clear indication that we will contact children's services without parental consent if we feel there is a child protection issue
- We provide appropriate staffing resources 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/ amended version 2014.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the DBS-Disclosure and Barring Service before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act 2006 requirements, in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting and all visitors are given visitor lanyards.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents 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 2006).

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- For full signs and definitions of harm; please see appendix 1.



- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, some evidence is gathered, however we do not carry out investigations. We then phone the consultation line at **CHILDS ADVICE AND DUTY SERVICE (CADS), on Tel: 03448008021 out of hours 03448008020**: who decide what action to take. This action can be anonymous.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. In some cases, this may mean the police, or another agency identified by the Norfolk Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We use the detailed procedures and reporting format contained in Norfolk Safeguarding Children Board when making a referral to children's social care or other appropriate agencies.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), 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 and unexplained absences. The member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 - makes a written record 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 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 safeguarding personal file which is kept securely and confidentially in the office.

Making a referral to the local authority social care team

- If we have a concern about a child or children all members of staff are familiar with the **CHILDS ADVICE AND DUTY SERVICE (CADS), Consultation** line: 0344 800 8021 and follow the procedures for recording and reporting.
- We will be put through to a Social worker who will take all of the relevant details. We will make sure we are prepared with full details of the child and family, plus what our concerns are, details of any support we have provided to the child/family and what we would like to happen. We will ensure we gain consent

from the parent/carer unless to do so would place the child at further risk of harm or undermine a criminal investigation. If we have not sought consent from the parent/carer we will inform the CADS worker of this and the reason for this.

- The CADS worker will agree a way forward with us and keep us informed. They will send us a written record of our conversation within 5 working days. The outcomes could include a full referral to the Multi Agency Safeguarding Hub (MASH) for further investigation, the police, or for work with Early Help. We will not investigate and will be led by the Local Authority and/or police.
- We will make careful records of all conversations, in ink, including the dates and times of who we spoke to, the information shared, and the action agreed. We do not need to send a written referral.
- Full details on this process can be found at www.norfolkscb.org under How to Raise a Concern.
- We understand if we are unhappy about a decision made by CADS or MASH we can use the Resolving Professional Disagreements policy on www.nscb@norfolk.gov.uk and contact the Safer Programme for more advice on the process.

Informing parents

- Parents are normally the first point of contact; however, we may contact the consultation line and/or police if concerns arise that puts the child at risk.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Norfolk Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform parents.

Liaison with other agencies

- We work within the Norfolk Safeguarding Children Board guidelines.
- We have displayed on the parents notice board 'What to do if you're worried a child is being abused'.
- Through training all staff are aware of what to do if they have safeguarding concerns.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority (Norfolk County Council) social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, including persons working on the premises occupied by the setting. See complaints policy.



- We follow the guidance of the Norfolk Safeguarding Children Board 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 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.
- For the protection of both children and member of staff, the member of staff will be removed from the room they are working in, if onsite.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with advice given by LADO.
- Depending on the severity of the allegation, or following advice given from LADO, it may be necessary to immediately suspend the member of staff. This will be on full pay 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.
- We ensure staff are aware of the LADO contact number and that they may use this at their own discretion **LADO tel: 01603223473**
- See link for further LADO guidance <https://www.norfolklscb.org/people-working-with-children/how-to-raise-a-concern/>

Disciplinary action

- Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

Key commitment 3

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

Training

- We seek out training opportunities 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 and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the rooms allows for constant supervision. No child, where possible, is left alone with staff in a one-to-one situation without being visible to others.
- Volunteers or students will not be left alone with a child/children.

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 that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, 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 Local Safeguarding Children Board (LSCB).

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers in the setting.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, 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 care 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 LSCB.

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.

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 early years settings and in community life;
- **confident in their abilities** and **proud** of their achievements;
- **progressing optimally** in all aspects of their development and learning;
- **part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **able to participate and represent themselves** 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 self and others;
- to develop a **sense of responsibility** towards self and others; and
- to 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.

Employment and staffing

(Including vetting, contingency plans, training and development)

Policy Statement

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring service / Criminal Records Bureau in accordance with statutory requirements.

Procedures

Ratios

- To meet this aim, we use the following ratios of adult to children:
 - children aged two years of age: 1 adult: 4 children;
 -
 - children aged three to seven years of age: 1 adult: 8 children; and
 - staff with level six qualification 1 adult :13 children
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief,

ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the disclosure and barring service for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check and two references-one will be from their current employer.
- At interview applicants are asked to inform us of any pre-existing friendships with parents.
- Staff are asked to inform us of any new friendships with parents in their supervisions.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our setting leader and deputy hold the CACHE Level 3 Diploma in Pre-school Practice or an equivalent qualification and a majority of our staff hold the CACHE Level 3 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through Norfolk County Council and external agencies.
- Our setting budget allocates resources to training.
- Successful applicants will be given induction training. This includes all policies.
- We support the work of our staff by holding regular half termly supervision meetings and yearly appraisals. We also do peer observations half termly, planning and tapestry reviews.
- The settings manager meets 1:1 with chairperson on a regular basis.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice and authorised by the committee.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored, and action is taken where necessary in accordance with the contract of employment and fill in a back to work form which is handed to the management.
- We have Bank staff who cover staff absences.
- If a member of staff is off for a period of time exceeding 6 weeks, a return to work would be undertaken with appropriate induction carried out.



Induction of staff, volunteers and managers

Statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The manager or deputy inducts new staff and volunteers. The chairperson or senior manager inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the 3 month probationary period.

Bullying and Harassment policy

Bullying and any form of workplace harassment at Scarning Pre School will be deemed as a breach of the employee/ers Duty of Care and Code of Conduct.

Victimisation as a result of reporting bullying and harassment will be regarded as a serious breach of discipline and will automatically result in a formal investigation which, if proven, may result in disciplinary action being taken against the perpetrator, which may include dismissal.

The making of false or malicious complaints of bullying and harassment will be regarded as a serious disciplinary offence.

Where a claim of bullying or harassment has been received several steps will be taken as per the Grievance and Disciplinary Procedure;

1. Statements will be taken from the employee making the complaint and the employee/er to whom the complaint is implicating.
2. Witness statements will be taken where appropriate to gather unbiased evidence.
3. An investigation will be undertaken by the current Pre School Chairperson and general committee member to ensure an unbiased evaluation of the facts is gathered.
4. Where a child/ren or staff member/s health is at risk and for the good of the Pre School, a suspended period may be given to the employee whilst the investigation takes place (this will be on full pay).



5. All meetings with both parties will require minutes to be taken and preferably two committee members being present (ideally the Pre School Chairperson and a general committee member).
6. The implicated employee has a right to have a friend or trade union representative with them during each meeting and any subsequent committee hearing.
7. All parties will be asked to agree to the investigation remaining confidential, any breach of this agreement will be a direct violation of the policy and may well result in dismissal.
8. Where evidence collected and investigated proves to uphold the employee's evidence of bullying, a hearing will be scheduled within one week. If all members of the hearing also believe the evidence to be correct, then the implicated employee will be dismissed.

Grievance Procedure

If an employee is dissatisfied, she/he must have the opportunity to prompt discussion with his/her immediate supervisor. For Pre School staff, it would be the Pre School Manager and/or Committee Chairperson. Statements will be taken from both parties along with witness statements where appropriate. Once all evidence has been collected, an investigation will look into whether or not further action is required.

If the grievance persists, a sub-committee should be set-up for the purpose of further discussion, at which point the employee may, if she/he wishes, be accompanied by a work colleague or trade union representative. Depending on the severity of the grievance will depend on the overall outcome. If it is felt that the safety of the children or members of staff's health or personal safety is at risk from an employee's actions, then immediate dismissal may be agreed by the sub-committee.

Disciplinary Procedure

A more serious situation arises when a dispute cannot be resolved, or when the Chair/committee are dissatisfied with the conduct or activities of an employee. Instant dismissal is possible only in extreme circumstances of gross misconduct.

Examples of such misconduct would be:

- Theft or fraud
- Ill-treatment of children
- Assault or Harassment of staff/parents/child(ren)
- Malicious damage
- Gross carelessness which threatens the health and safety of others
- Being unfit through the use of drugs or excessive alcohol

Warning

Otherwise an employee will not be dismissed without the appropriate warning. Any disciplinary matter will normally be dealt with in three stages

1. A verbal warning
2. A written warning
3. A notice of dismissal

The employee may be accompanied by a friend or Trade Union Official at each stage if she/he wishes, and that friend or trade union official may speak on her/his behalf.

1. If a verbal warning is to be given:
 - The employee should be interviewed by two of the following four persons; the Chairperson, the Vice Chairperson, Pre School Manager, Pre School Deputy Manager who will explain the complaint.
 - The employee will be given full opportunity to state his/her case
 - If the warning is still considered to be appropriate, the employee will be informed of;
 - a) What action should be taken
 - b) That she/he will be given reasonable time to rectify matters
 - c) That if she/he fails to improve then further action will be taken
 - d) That a record of the warning will be kept
 - e) That she/he may appeal against the decision
2. If the employee fails to correct her/his conduct and further action is necessary;
 - a) The employee will be interviewed and given the opportunity to state his/her case, as before.
 - b) If the need for disciplinary action is established, a letter will be sent to the employee immediately

The letter must;

- i) Contain a clear reprimand and state the reason for it
- ii) Give an explanation of the corrective action that is required, and that reasonable time will be given for improvement
- iii) Warn that failure to improve will result in further action being taken
- iv) Explain that if the employee still fails to correct his/her conduct then;
 - The employee will be interviewed again and given the opportunity to state his/her case as before
 - If the decision is made to dismiss, the employee will be given a notice of dismissal, stating the reasons for the dismissal and giving details of the right to appeal.

Appeals

At each stage of the disciplinary procedure the employee must be told he/she has the right to appeal against any disciplinary, and that the appeal must be made in writing to the Pre-School Manager or the Chairperson within five days of a disciplinary interview. The Pre-School Manager, Chairperson and selected committee members will normally hear the appeal, and it will be heard as soon as possible. Procedure will be informal, and the employee may take a friend or Trade Union representative to speak for her/him.

The employee will explain why he/she is dissatisfied and may be asked questions.

The Pre School Manager will be asked to state his/her point of view and may be asked questions

Witnesses may be heard and may be questioned by the Pre School Manager, Chairperson and committee members

All evidence will be considered by the Chairperson, Pre School Manager and committee, they will then make known their decision

A written record of the meeting will be kept. If the employee remains dissatisfied, she/he may appeal to the PSLA Branch or County Executive Officer and set up an appeals procedure within two weeks of receiving the request. Procedure will be as above.

She/he has the right to appeal against the decision.

Suspension

If the circumstances appear to warrant instant dismissal, an employee may be suspended while investigations are made.

The role of the key person and settling-in

Policy Statement

We believe children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, parents, staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed, and the setting is a happy dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We want parents to have confidence in both their children's well-being and their role as active partners within the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

The key person and room senior carry out home visits prior to a child starting where possible.

- We allocate a key person once the child has completed their settling in sessions.
- The management is responsible for the induction of the family, the key person for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.

- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person, so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays of activities available within the setting on the setting's Facebook page.
- Show around and stay and play sessions are offered.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- On show around, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We give the opportunity for the parent, carer or close relative, to stay for some of the sessions during the settling in period, gradually taking time away from their child. Increasing this as and when the child is able to cope.
- It is explained to parents/carers that once they say "GOOD BYE" they must leave if only to the staffroom. We ask parents/carers not to just disappear without saying good bye to their child.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with a key adult; for example, the child looks for the key adult when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities. This will help lead to selecting the child's key person.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We advise that the parent will be available during the settling in sessions, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- In the first half term we start to form the child's baseline using Tapestry. From then on we can plan their individual next steps.

Positive Handling and Touch

At Scarning Pre School, we aim to help children take responsibility for their own behaviour. This will be done through a combination of approaches including:

- Positive and consistent role modelling
- Providing a stimulating, interesting and challenging learning environment
- Setting and enforcing appropriate boundaries and expectations (our shared values)
- Providing positive feedback
- De-escalation script

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling. There are two main types of handling:

1. **Positive Handling** - The positive use of touch is a normal part of human interaction. At Scarning Pre School, we will exercise appropriate care when handling children. We will use positive handling in appropriate situations for example:
 - Giving guidance to children (such as how to hold a paintbrush, or when balancing/climbing)
 - Providing emotional support (such as placing an arm around a distressed child's shoulder). There may be occasions (for example if a child is hurt/very upset) when a member of staff may feel it appropriate to hug a child to console them. See images at end of this policy.
 - Physical care (such as first aid or toileting if applicable)
 - Hand holding providing the child is compliant and it is not as a restraint

2. **Restrictive Physical Intervention** - This is when a member of staff has to use physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods.

The use of Restrictive Physical Intervention

At Scarning Pre School, we will only use physical restrictive handling as a last resort where all other possible de-escalation skills have been used and where there is a significant risk of harm occurring, for example when:

- A child is injuring themselves or others
- A child is damaging property

Staff will aim to prevent the use of physical restrictive handling by using positive behaviour management (see behaviour management policy within our Equality and Inclusion policy) unless the situation calls for immediate action and will only be used to restore safety for all children.

Within our duty of care, staff may use physical restrictive handling if a child is trying to leave the setting and would be at risk of harm. This policy extends beyond the setting boundaries when staff have charge of children off site.

Physical Restrictive Handling will never be used out of anger or as a punishment, and will always be necessary, reasonable and proportionate.

Method

All other methods of behaviour management will be considered/used before any physical intervention is used. This would include a range of approaches such as humour, distraction, relocation and offering choices. We have plans in place to reduce the need for physical intervention which include completing risk reduction plans where required for individual children, following a de-escalation script to help a child by talking and listening to them, and completing record of harm documents to monitor any harm caused and to put strategies in place to meet individual needs.

Where an individual child's behaviour means that they are likely to require physical restrictive handling, we will discuss this with the parents and set out a physical handling plan. This plan would specify the staff member(s) most appropriate and other methods to be used to support the child and maintain their physical and emotional health. Other professionals appropriate to the child may be consulted in the making of the plan.

Staff attend the 'Step On' behaviour management training in the use of Physical Restrictive Intervention.

Where it is judged necessary, staff will:

- Aim for side by side contact between adult and child to reduce the risk of being injured

- Aim for no gap between the adult and child body to reduce the risk of impact and damage
- Aim to avoid holding the child at joints to avoid pain and damage
- Aim to avoid lifting the child

At no time will a child spend time alone in a room.

Recording and reporting

The room leader will inform the parents as soon as possible – usually telephoning.

The incident will be noted in records such as accident/incident records.

It is distressing to be involved in a restrictive physical intervention, whether as the adult doing the holding, the child being held or observers. Support will be given to the child, so they understand why they were held. This conversation will happen when all are calm enough to talk productively and the child can understand. Staff may have similar conversations with children who observed the incident. Parents of the children involved will be informed. Support will be given to the staff involved, both directly and as observers. The staff will have an opportunity to share what happened with other staff members.

We aim that the after-incident support will repair any potential strain to the relationship between the child and adult. Staff will review children's individual behaviour plans, previously drawn up with the child's parents, so that the risk of needing to use restrictive physical intervention again is reduced.

Monitoring

We will only monitor the use of restrictive physical intervention to help identify trends, therefore, to develop our ability to meet the needs of children without the use of restrictive physical intervention.

TOUCH POLICY

Touch is essential in order to provide sensitive and good quality care for the children and young people we support. Used in context, and with empathy, touch supports the development of our natural interactions with the children and young people we care for. In play or for emotional reasons children of any age who are at early levels of development are likely to be quite tactile and physical. While we would never reject a child who initiates a hug we do have to discourage them from kissing us.

Children need to be held for a variety of reasons, but in general terms we would normally do so for comfort where a child may be upset due to an accident or incident. We may also need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, dressing.

Gender and cultural factors have relevance in issues of touch. The emotional and communication needs of the individual will be discussed with all concerned and due equal consideration.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that we have to touch children and we realise that some children will not want to be touched and we respect this.

How do we use touch?

1. **HUGGING** – At Pre School, we encourage staff that are using touch for comfort to use a ‘Pre School hug’. This is a sideways on hug, with the adult putting their hands on the child’s shoulders. This discourages ‘front on’ hugging, and the adult’s hands on the shoulders limits the ability of the child to turn themselves onto you. This can be done either standing or sitting.

2. **HAND HOLDING** – We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. At Scarning Pre School, we would encourage all children to be independent however, we would take the hand of a child to give reassurance and to communicate security and comfort if this was deemed appropriate for the emotional wellbeing or safety of the child concerned.

3. **LAP SITTING** – At our Pre School we permit lap-sitting. We encourage children to sit on the adult’s lap with their legs together and to the front of, or side of, the adult. Children are also encouraged to seek comfort/attention through other means, for example the Pre School hug.

At times, children in such crisis or distress decide to hold in such a way which is not described as above (e.g. ‘front on’ hug/lap sitting). If this should happen, we would give the child guidance as to the more appropriate methods of touch listed above.

This is how we guide children, hug and encourage children to sit on laps at Pre school



Compared to how you as parents can hug, have your children on your lap and kiss your children



Scarning Pre School De Escalation scripts

For unwitnessed incidents which cause no physical harm

- At the child's level use the child's name and ask them what has happened, why is sad?
- How can we make them happy??
- Go together to the other child concerned and again at their level ask them what happened to hear their version
- Ask the child if he or she is ready to make up by either saying sorry, high five each other, shake hands, hug or use the sign for sorry.

For incidents that have been witnessed or for incidents that are dangerous and could or have caused harm

- At the child's level, use the child's name..... (in a firm voice come over here and have a little think about what you are feeling.
- Go back to the child, child's name(in a firm questioning tone of voice) tell me (your name)why did you do that? Hear them out, and when they are ready encourage them to make up by either saying sorry, high five each other, shake hands, hug or use the sign for sorry
If outside, still use time away, from the situation rather than send them inside.

As a team we have agreed to use charts tailored to meet the child's individual needs and development to encourage positive behaviour with stamps showing both smiley faces and sad faces.

This will help the children understand that they have earned smiley faces for positive behaviour/ helpful attitudes/ kind actions. Even if they then have to have sad faces added for not so positive behaviour and actions to others.

We agree that stickers once earned are to be kept. And positive behaviour charts will be drawn up along with behaviour plan after meeting and discussing with the child's parents or guardians.

Parental Involvement

Policy Statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

Procedures

- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families. This is done by having an 'open door policy' where parents are able to speak to members of staff during the day.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents are able to understand any information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress. This would be by having events where the parents are able to visit the Pre School and speak to the child's key person.
- We involve parents in the shared record keeping about their children and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We consult with parents about the times of meetings to avoid excluding anyone.

- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, that helps with the development of their child's learning and positive running of the setting.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaint's procedure.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children

Violence and verbal abuse against staff

At Scarning Pre School, we believe that we have a strong partnership with our parents and an open door policy to discuss any matters that arise.

In the unlikely event that a parent starts to act in an aggressive or abusive way at the Pre School, our policy is to:

- Direct the parent away from the children and into a private area such as the office.
- Ensure that a second member of staff be in attendance, where possible whilst ensuring the safe supervision of the children
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour
- Contact the police if the behaviour does not diffuse
- Follow our emergency evacuation procedure to move the children to safety if deemed necessary
- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately

An incident form will be completed detailing the time, reason and action taken

With incidents like this staff may require support and reassurance following the experience, management will provide this and seek further support where necessary

Management will also signpost parents to further support if felt necessary.

Student placements

Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to adhere to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We meet all students before offering spaces to discuss our expectation of appropriate language, dress and behaviour.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.



Whistle Blowing Policy

Policy statement

Employees are often the first to realise that there may be something seriously wrong within the setting. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the setting. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The setting is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees, and others that we deal with, who have serious concerns about any aspect of the setting's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis.

The policy document makes it clear that you can do so without fear of victimisation, subsequent discrimination or disadvantage. This whistle-blowing policy is intended to encourage and enable employees to raise serious concerns **within** the setting rather than overlooking a problem or 'blowing the whistle' outside.

The policy applies to all employees, committee members, and those connected to the setting and other voluntary or visiting bodies.

These procedures are in addition to the setting's complaints procedures.

This policy aims to:

- encourage you to feel confident in raising serious concerns and to question and act upon concerns about practice
- provide avenues for you to raise those concerns and receive feedback on any action taken
- ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied
- reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have made any disclosure in good faith

Procedures

There are existing procedures in place to enable you to lodge a grievance relating to your own employment. This is found on your contract of employment.

Thus, any serious concerns that you have about any aspect of service provision or the conduct of staff or committee members or parents or others acting on behalf of the setting can be reported under the whistle-blowing policy. This may be about something that:

- makes you feel uncomfortable in terms of known standards, your experience or the standards you believe the setting subscribes to; or
- is against the setting's policies; or
- falls below established standards of practice; or
- amounts to improper conduct.

This policy does **not** replace the setting's complaints procedure.

Safeguards

Harassment or Victimisation

The setting is committed to good practice and high standards and wants to be supportive of employees.

The setting recognises that the decision to report a concern can be a difficult one to make. If what you are saying is true, you should have nothing to fear because you will be doing your duty to your employer and those for whom you are providing a service.

The setting will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith.

Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or redundancy procedures that already affect you.

Confidentiality

All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness.

Anonymous allegations

This policy encourages you to put your name to your allegation whenever possible.

Concerns expressed anonymously are much less powerful but will be considered at the discretion of the setting.

In exercising this discretion, the factors to be taken into account would include:

- the seriousness of the issues raised
- the credibility of the concern; and
- the likelihood of confirming the allegation from attributable sources

Untrue allegations

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against you.

How to raise a concern

As a first step, you should normally raise concerns with your immediate manager or the Chair. This depends, however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if you believe that management is involved you should approach **Ofsted 0300 123 3155/ whistleblowing@ofsted.gov.uk**

Concerns may be raised verbally or in writing. Staff who wish to make a written report are invited to use the following format:

- the background and history of the concern (giving relevant dates);
- the reason why you are particularly concerned about the situation.

The earlier you express the concern the easier it is to take action.

Although you are not expected to prove beyond doubt the truth of an allegation, you will need to demonstrate to the person contacted that there are reasonable grounds for your concern.

You may wish to consider discussing your concern with a colleague first and you may find it easier to raise the matter if there are two (or more) of you who have had the same experience or concerns.

You may invite your work colleague or a friend to be present during any meetings or interviews in connection with the concerns you have raised.

How the setting will respond

Where appropriate, the matters raised may:

- be investigated by the chair/committee
- be referred to the police
- be referred to the external body Ofsted
- form the subject of an independent inquiry.

In order to protect individuals and those accused of misdeeds or possible malpractice, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. The overriding principle which the Setting will have in mind is the public interest. Concerns or allegations which fall within the scope of specific procedures (for example, child protection or discrimination issues) will normally be referred for consideration under those procedures.

Some concerns may be resolved by agreed action without the need for investigation. If urgent action is required, this will be taken before any investigation is conducted.

Within ten working days of a concern being raised, the Chair will write to you:

- acknowledging that the concern has been received

- indicating how we propose to deal with the matter
- giving an estimate of how long it will take to provide a final response
- telling you whether any initial enquiries have been made
- supplying you with information on staff support mechanisms, and
- telling you whether further investigations will take place and if not, why not.

The amount of contact between the officers considering the issues and you will depend on the nature of the matters raised, the potential difficulties involved, and the clarity of the information provided. If necessary, the setting will seek further information from you.

Where any meeting is arranged, off-site if you so wish, you can be accompanied by a work colleague or a friend.

The setting will take steps to minimise any difficulties which you may experience as a result of raising a concern. For instance, if you are required to give evidence in criminal or disciplinary proceedings the setting will arrange for you to receive advice about the procedure.

The setting accepts that you need to be assured that the matter has been properly addressed. Thus, subject to legal constraints, we will inform you of the outcome of any investigation.

The responsible officer

The Chair has overall responsibility for the maintenance and operation of this policy. That officer maintains a record of concerns raised and the outcome (but in a form which does not endanger your confidentiality) and will report as necessary to the setting.

How the matter can be taken further

This policy is intended to provide you with an avenue within the setting to raise concerns. The setting hopes you will be satisfied with any action taken. If you are not, and if you feel it is right to take the matter outside the Council, the following are possible contact points:

- your local Citizens Advice Bureau
- relevant professional bodies or regulatory organisations Pre-school Learning Alliance
- the police.

If you do take the matter outside the setting, you should ensure that you do not disclose confidential information. Check with the contact point about that.

Babysitting Policy

Statement of intent

At Scarning Pre School, we develop excellent relationships with our families. From time to time, parents

may request individual staff members to babysit or nanny for them outside of pre school working hours. This policy clarifies key points and procedures regarding private arrangements between staff and parents.

Individual staff members or volunteers can babysit/nanny for children outside of pre-school hours but the following strict policies and procedures apply:

- The pre school will not be responsible for any private babysitting arrangements or agreements made between staff members and third parties i.e. parents, committee members or suppliers and associates.
- The manager / deputy must be advised if a private arrangement has been made between a staff member and a person associated with the pre-school this must be recorded in the babysitting log which is found in each staff members file.
- Out of hours babysitting arrangements must not interfere with a staff members' employment at the pre school.
- Confidentiality by staff with regard to other staff, children, families and associates of the pre school must be adhered to and respected at all times
- The pre school will not be held responsible for any health and safety or other issues that may arise from these private arrangements.
- No member of staff will take a child away from the setting unless they are a named person on the child's records or pre school have been advised by the parents that they have permission to do so.
- If a member of staff collects a child from the setting, they must be authorized to do so, and written permission must be provided by the parents. This can be a note in their child's registration form or a call to the manager/ deputy.
- The pre school is not responsible for any such private arrangements or agreements made between individual staff members and families.
- Confidentiality of employment must always be adhered to and respected. Any breach of confidentiality by a member of staff regarding Scarning Pre School, other staff members, parents or other children will be treated as a disciplinary offence.
- Parents should be aware that other adults accompanying the babysitter/nanny may not have the relevant Disclosure and Barring Service (DBS) clearance, and it may not be appropriate for them to care for children. It is for parents to satisfy themselves of a babysitter's suitability to look after their children.
- The pre school has a duty to safeguard all children whilst on our premises and in the care of our staff. To this end, we have a rigorous recruitment procedure to ensure that we employ competent and professional members of staff. This procedure includes interviews, vetting, such as DBS, and checks on references and qualifications. Furthermore, whilst in our employment, all staff members are subject to

ongoing supervision, observation and assessment, to ensure that standards of work and behavior are maintained in accordance with our policies. We have no control over the conduct of staff outside of their position of employment, and consequently, our duty to safeguard children as above does not extend to private arrangements between staff and parents outside of pre school hours.

- Staff do, however, have a duty to report any safeguarding concerns in and outside of work consequently, our duty to safeguard children as above does not extend to private arrangements between staff and parents outside of pre school hours.
- Any such out of hours work babysitting/nannyng must not interfere with staff members' working hours or affect their relationship with the child or other children.
- Staff should be aware that an incident whilst babysitting/nannyng could have an impact on their suitability to work at the pre school.

Working in partnership with other agencies

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that helps us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Looked after children

Policy statement

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

Definition of 'Looked after Children' (LAC): *Children and young people 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 LAC 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 impact on their emotional well-being.

In our setting, 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 these two important concepts, *attachment and resilience*. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing 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.
- 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 has formed a secure attachment to the carer. We work in partnership with all agencies involved to provide a secure suitable environment for the well-being of the child.
- We will offer 'stay and play' provision for a child who is 2 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 the designated child protection co-ordinator.

- 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 ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority 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 professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met
 - how any emotional issues and problems that affect behaviour are to be managed
 - the child's sense of self, culture, language/s and identity – how this is to be supported
 - the child's need for sociability and friendship
 - the child's interests and abilities and possible learning journey pathway
 - 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. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed
 - what written reporting is required
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning

- 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, 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 relationship with his or her key person sufficient 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 6 areas of learning.
- 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 meetings that will include the foster carer.
- Transition to school will be handled sensitively and 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.

Missing child

Policy statement

Children's safety is always maintained as the highest priority both on and off premises. Every attempt is made through carrying out the outing's procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the manager.
- The manager and the staff will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.

- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The manager talks to the staff to find out when and where the child was last seen and records this.
- The manager contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.
- If the child is not found, the parent is contacted, and the missing child is reported to the police.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the manager and/or other staff back in the setting. If the manager has accompanied children on the outing, the procedures are adjusted accordingly.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The manager or deputy is contacted immediately, and the incident is reported.
- The manager contacts the police and reports the child as missing.
- The manager contacts the parent, who makes their way to the setting or outing venue as agreed with the manager.
- Staff take the remaining children to a secure area.
- The manager contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.

The investigation following an incident

- Staff keep calm and do not let the other children become anxious or worried.
- The manager together with the chairperson or representative from the management committee or owner, speaks with the parent(s).
- The chairperson and management committee or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened. If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.

- If necessary, the incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- Ofsted is notified of the incident along with the insurance provider.
- If necessary, disciplinary action is taken.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. The manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.

Staff must not discuss any missing child incident with the press without taking advice.

Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives 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 of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - 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 agree with parents how to verify the identity of the person who is to collect their child (password).
- Parents are informed that if they are not able to collect the child as planned, they must provide information of their back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and/or the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - 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 from the setting - 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 after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - The Welfare officer will be informed of the uncollected child and actions taken.
 - We contact our Local Safeguarding Children Board team: 03448008020
 - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.

- 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 do staff to go to look for the parent, nor do they take the child home with 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 by our staff.
- **Ofsted** may be informed: 0300 123 3155

Making a complaint

Policy statement

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

We are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the manager.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting manager and the chair of the management committee.
- For parents who are not comfortable with making written complaints, help will be offered.
- The setting stores written complaints from parents in the complaints file.
- When the investigation into the complaint is completed, the setting manager meets with the parent to discuss the outcome

- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the chair of the management committee. The parent should have a friend or partner present if required and the manager should have the support of the chairperson of the management committee present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting manager and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone presents at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.



The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: **03001231231**
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

Information sharing

Policy statement

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. Information sharing helps to ensure that an individual receives the right services at the right time and prevents a need from becoming more acute and difficult to meet. We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management committee officers. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.
- Where there is *reasonable cause to believe* that a child may be suffering or at risk of suffering significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Every practitioner must take responsibility for sharing the information they hold, and cannot assume that someone else will pass on information, which may be critical to keeping a child safe.

Procedures

The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

Necessary and proportionate

When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk.

Relevant

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Adequate

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

Record

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

Confidentiality and client access to records

Policy statement

Definition: '*Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.*' (Information Sharing: Practitioners' Guide)

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing information take place within the framework of the General Data Protection Regulation (please see the General Data protection Policy in Admissions) and the Human Rights Act.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.

- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's leader or manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.



All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child.

Prevent Duty

Our named Prevent Lead is: Gillian Watkinson

Policy Statement:

As of July 1st 2015, all registered Early Years Childcare providers and Later Years childcare providers are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their provision, to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies.

EXPLANATIONS

Radicalism: Radicalism refers to the process whereby a person or persons become to support terrorism and other forms of extremism. The safeguarding of children and parents enrolled at Scarning Pre School from the risk of radicalisation is as important as all other forms of harm and abuse, and protecting children from such issues is paramount within the wider aspect of Safeguarding. There is no single way of identifying an individual who is likely to be susceptible to radicalisation or extremism, it happens in many different ways and settings. It is however possible to intervene to prevent vulnerable people from being radicalised.

Ethnicity and background factors may contribute to a person’s vulnerability which are often aided with influences from family and friends and the use of the internet, social media. This medium of information is a particular factor in the radicalisation of young people.

Extremism: this is the term given to active opposition to fundamental British Values, including our democracy. It may also involve our rules of law or liberty and mutual respect for Religious faiths and beliefs, also included in our definition of extremism is the call for the death of members of our Armed Forces whether in our home country or overseas.

Our procedures

It is essential at Scarning Pre School that all staff are able to identify children who may be vulnerable to any form of radicalisation and also that they know what to do when they identify it.

In our promotion of Prevent and protection from the risk of radicalisation we as childcare providers see it as part of our wider safeguarding along the same lines as protection from drugs, neglect, sexual exploitation and gang warfare.

We promote Fundamental British Values which helps children to build a resilience to outside influences and to enable them to learn to challenge extremist views

How we do this is by discussion and learning in our personal social and emotional development and giving access and opportunity to learn within the context of understanding of the world.

Assessing the risk

Staff are expected to, and given training to, be able to assess the risk to children being drawn into terrorism, this is to include the support of any extremist ideology.

Staff need to be able to demonstrate not only an understanding of the risks that may affect the children or young people but also how to identify individuals who may be at risk and how to support them.

Staff need to be alert to changes in children's behaviour, attitudes and wellbeing that could indicate they need help or protection.

Staff should use professional judgement to identify any child that may be at risk and act proportionately which may include making a referral to the channel program.

Reporting a Concern

If a staff member has a concern, they should in the first instance follow procedure as with our normal safeguarding procedures.

They should discuss with the settings Safeguarding Lead Practitioner or manager. This may lead to consultation with the **child's advice and duty service (CADS)**

For further guidance please see <https://www.norfolkscb.org/people-working-with-children/further-safeguarding-resources/>

It is also possible for you to liaise with your local police force or 101(the non-emergency number) this will be a confidential call and they can help direct you for support and advice. They can also indicate if this is a case that can be passed to the Channel Program.

There is a number at the Department of Education that is a dedicated telephone line that enables staff and governors to raise concerns relating to Extremism

Tel: **020 7340 7264**

Email concerns can be sent to counter.extremism@education.gsi.gov.uk

What is Channel:

The Channel program is a programme that focuses on providing support at early stages to people who are identified as vulnerable to being drawn into terrorism. It provides a resource for settings and schools to make a referral if they have concerns about an individual who may be vulnerable to radicalisation.

The process is entirely voluntary for the individual involved at all stages of the programme.

Section 36 of the CTSA 2015 places a duty on the local authority to ensure there is a Channel program and panel in place.

The panel needs to be chaired by the local authority. The local police for the relevant authority must also be on the panel.

Once a referral is made the panel will decide and assess the extent to which individuals are vulnerable to being drawn into terrorism, and where considered appropriate the necessary consent will be sought to arrange support for the individual.

CHANNEL is available at: <https://www.gov.uk/government/publications/channel-guidance>

British Values

Childcare providers are expected by the DfE to create and enforce a clear and rigorous promotion of the fundamental British Values of democracy, rules of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Alongside this the government introduced its definition of British Values in the Prevent Strategy 2011.

How we do this:

Democracy: At Scarning Pre School we listen to our children and parents' voices. Our Behaviour policy states we expect children to contribute and co-operate whilst considering the views of others.

Rule of Law: We are consistent in our expectation of children in regard to our rules and we teach them the reasons and values of these rules in order that they learn that they are there to protect us, and that it is everyone's responsibility and that there are consequences when these rules are broken.

Individual Liberty: The children are actively encouraged to make choices in all areas of their development learning and play, with the knowledge that they are in a safe and supportive environment. We provide boundaries and rules involving the children in the making of the rules and boundaries educating them in making their choices safely and with the support of the adults who adhere to the same rules and boundaries. We promote and encourage the children to understand their right as a person to make the choices and to exercise their personal freedoms.

Mutual Respect: We promote our behaviour policy to the children and parents of the setting and core values such as respect, kindness and caring are promoted in play and learning by all in Scarning Pre School. We expect the adults, both staff and parents, to show the same core values as we expect the children to do. So, we encourage sharing and listening to others, be careful of our actions and words and how they can affect an individual. We help the children to learn respect for personal space and ideas and tolerance of individual belief.



Tolerance of Different Faiths and Beliefs: We enhance the children's knowledge of different beliefs and faiths by celebrating many different cultural and religious festivals throughout the year. We provide dress up activities, cooking and tasting events visits and media interaction.

Female genital mutilation (FGM)

- All staff are aware that they have a legal obligation to report any suspected signs of FGM.

Legal framework included in Safeguarding policy

- The Equality Act (2010)
- Children Act (2004)
- General Data Protection Regulation Policy
- Special Educational Needs and Disability Code Of Practice: 0 to 25 years (2015) amendments (2018)
- The Children and Social Work Act (2017) (Commencement No. 3) Regulations (2018)
- Prevent duty (2015)
- Working together to safeguard children (2018)
- Safeguarding Vulnerable Groups Act (2007)
- Protection of Freedom Act (2012)
- Education Act (2011)
- Adoption and Children Act (2006)
- Digital Economy Act (2017)
- Children and Families Act (2014)
- Serious Crime Act (2015)
- Female Genital Mutilation Act (2003)
- Borders, Citizenship and Immigration Act (2009)
- Apprenticeships, Skills, Children and Learning Act (2009)

Signatures

This policy was adopted by Scarning Pre School on _____ (date)

Signed: _____



Role of signatory: _____

This policy to be reviewed on: _____ **(date)**

This organisation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Appendix 1

Definitions of harm

Physical abuse

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 induces illness in a child.

Emotional abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or 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 Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate

offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) 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.

Indicators of Abuse

Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below *may* be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the child's individual situation including any disability. Consideration should also be given to the place of signs and symptoms of abuse within the domains of the Framework for Assessment.

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-deprecation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair-twisting, self-mutilation) – consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- *Babies* – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- *Toddler/Pre-School* – head banging, rocking, bad temper, 'violent', clingy. Spectrum from overactive to apathetic, noisy to quiet. Development delay – especially language and social skills
- *School age* – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised

- *Adolescent* – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement
- Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

Neglect

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. The majority of these signs and symptoms can occur across any age group. Here are some signs of possible neglect:

Physical signs:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or they may present with obesity through inadequate attention to the child's diet;
- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventable physical conditions
- Health problems associated with lack basic facilities such as heating

- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

Behavioural signs:

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in development delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor simulation and opportunity to learn)
- Difficult or challenging behaviour

Physical Abuse

- Always obtain a medical diagnosis regarding suspected abusive injury
- No injury is 100% symptomatic of abuse
- Look for the unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries

Physical signs:

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
 - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference
 - Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes
- Consider the age of child:
 - Any bruising to a young baby
 - It is unusual for a child under the age of 1 year to sustain a fracture accidentally
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described
- Bruising:
 - Bruising patterns can suggest gripping (finger marks), slapping or beating with an object
 - Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury
 - Bruises on black children will be more difficult to identify

- Mongolian blue spots may be mistaken for bruises. The Mongolian spot is a congenital developmental condition exclusively involving the skin. Usually, as multiple spots or one large patch, it covers one or more of the lower backs, the buttocks, flanks, and shoulders. Mongolian spot is most prevalent among Mongols, Turks and other Asian groups, such as the Chinese, Koreans, Japanese, etc. Nearly all East Asian infants are born with one or more Mongolian spots. Mongolian blue spot usually fades over the years and is most frequently gone by the time the child reaches adolescence
- Recent research indicates that bruises cannot be aged accurately. Estimates of the age of the bruise are currently based on an assessment of the colour of the bruise with the naked eye
- Other injuries:
 - Bite marks may be evident from an impression of teeth
 - Small circular burns on the skin suggest cigarette burns
 - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
 - Red lines occur with ligature injuries
 - Tearing of the frenulum of the upper lip can occur with force feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate
 - Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
- Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
- Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

Sexual Abuse

In young children behavioural changes may include:

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate – desiring high levels of physical contact and signs of affection such as hugs and kisses
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- They may start sexually explicit behaviour or language particularly if the behaviour or language not appropriate for their age
- Starting to wet again, day or night/nightmares

Behavioural changes in older children might involve:

- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't explain medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

Physical signs and symptoms for any age child could be:

- Medical problems such as chronic itching, pain in the genitals, venereal diseases

- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggested interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from the penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls