



# 1. Child Protection / Safeguarding Policy

Our designated member(s) of staff responsible for this area:

Name(s) .....

This policy was adopted on .....

## Contents

1.1 Children’s rights and entitlements .....	4
1.2 Safeguarding children and child protection (including managing allegations of abuse against a member of staff).....	5
Staff and Volunteers.....	5
Responding to suspicions of abuse .....	6
Recording suspicions of abuse and disclosures .....	7
Informing parents.....	8
Liaison with other agencies.....	8
Allegations against staff .....	9
Disciplinary action .....	9
Disqualification and Disqualification by Association .....	10
Children with SEND and/or Disabilities .....	10
Training.....	11
Curriculum.....	11
Confidentiality .....	11
Support to families .....	11
Confidential Records /Learning Journals .....	12
Intimate Care.....	12
Allergies / Intolerances .....	12
1.3 Looked after children.....	12
1.4 Absence Reporting and ‘First Day Calling’ .....	15
1.5 Uncollected child .....	16
1.6 Missing child.....	17
Child going missing on the premises.....	17
Child going missing on an outing .....	18
Managing people.....	19
1.7 Use of mobile phones and cameras.....	19
Personal Mobile Phones.....	19
Cameras and Videos.....	20
1.8 Child Protection Whistle Blowing Policy .....	20
1.9 Teaching British Values .....	21
1.10 Prevent Duty .....	21
1.11 Female Genital Mutilation (FGM) .....	22
Useful Contact Numbers: .....	23

NSPCC.....	23
0808 800 5000 .....	23

Our preschool has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our prime responsibility is to protect the child and ensure their safety and well-being. We have a duty to, and will, take all necessary action should they have any concerns regarding a child.

## 1.1 Children's rights and entitlements

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

To be resilient means to:

- Be sure of their self-worth and dignity;
- Can be assertive and state their needs effectively;
- Can overcome difficulties and problems;

- Be positive in their outlook on life;
- Can cope with challenge and change;
- Have a sense of responsibility towards themselves and others; and
- Can 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 can tune in to their verbal, sign and body language to understand and interpret what is being expressed and communicated;
- Adults who are close to children can 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.

## 1.2 Safeguarding children and child protection (including managing allegations of abuse against a member of staff)

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 Safeguarding Children Policy.

Our setting is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery. The Managers and staff fully recognise the contribution it makes to safeguarding children and that we have a full and active part to play in protecting our children from harm.

### Staff and Volunteers

- We ensure all staff members are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff members have up-to-date knowledge of safeguarding issues.
- We provide adequate and 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.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
- Where applications are rejected because of obtaining 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 Enhanced Disclosure and Baring Service checks for staff, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers, students or trainees do not work unsupervised.

- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - the DBS reference number,
  - the date the disclosure was obtained, and
  - details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- We abide by the Safeguarding 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 a dismissal for reasons of a child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no un-authorized person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any purpose other than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

Our setting is 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.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through:

- Significant changes in their behaviour;
- Deterioration in their general well-being;
- Their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
- Changes in their appearance, their behaviour, or their play;
- Unexplained bruising, marks or signs of possible abuse or neglect; and
- Any reason to suspect neglect or abuse outside the setting.

We consider factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.

We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.

We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may encounter.

Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.

Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the staff member who is acting as the 'designated person'. The information is stored on the child's personal file.

We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB in some cases this may mean the police or another agency identified by the Local 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 take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected, we follow the procedure for reporting any other child protection concerns. The views of the young person will always be considered, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

### Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that gives cause for concern (disclosure), or staff observe signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will act;
- 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 name of any other person present at the time.

These records are signed and dated and kept securely and confidentially.

The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.

Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

### Informing parents

Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.

We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.

If a suspicion of abuse warrants referral to social care, parents are informed at the same time as the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.

This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

### Liaison with other agencies

We work within the Local Safeguarding Children Board guidelines.

We have the current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that all staff are familiar with what to do if they have concerns.

We have procedures for contacting local authority regarding child protection issues including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.

We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children of where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse

committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

### Allegations against staff

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.

We respond to any inappropriate behaviour displayed by members of staff or any other person working with children, which includes:

- inappropriate sexual comments;
- excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.

We follow the guidance of the Local 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.

We refer any such complaint immediately to the Local Authority Designated Officer ('LADO') 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 any investigation carried out by children's social care in conjunction with the police.

Where the management and children's social care agree, it is appropriate in the circumstances, the management will suspend the member of staff on full pay, or the volunteer, 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.

Should there be an allegation against any employee's family members, that employee will be disqualified from work until guidance is given by the Local Safeguarding Children Board and an investigation is completed. Ofsted will be notified.

### Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who

pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

## Disqualification and Disqualification by Association

Providers have a legal responsibility to ensure that each member of their staff team is suitable to work with children and is not disqualified from working in childcare. Key relevant legislation includes:

- Childcare Act 2006 (sections 75,76)
- Safeguarding Vulnerable Groups Act 2006
- The Childcare (Disqualification) Regulations 2009
- Early Years Foundation Stage (Welfare Requirements) Regulations 2012
- Statutory Framework for the Early Years Foundation Stage 2013

There are several reasons that a person may be disqualified from working with children, under the Childcare Act 2006. These may be grouped under the following general headings:

- Grounds relating to the care of children
- Offences against children
- Offences against adults
- Inclusion on the list held by the Disclosure and Barring Service
- Living on or working on premises where a disqualified person lives or where a disqualified person is employed. This includes a provider or a nursery worker living in a household with a person that is disqualified
- Having registration refused or cancelled (this does not apply to a person whose registration as a childminder or childcare provider is cancelled in England for non-payment of fee after 1 September 2008)
- Offences include those committed overseas that, had the offence been committed in the UK, would disqualify that person from registration, regardless of how the offence is described in the law of the other country.

If a member of staff is living in a household with someone who is disqualified, then they too are disqualified from working with children by association. This applies to household members including partners, children including foster children, house share colleagues and lodgers.

## Children with SEND and/or Disabilities

Working together to Safeguard Children states that “The available evidence on the extent of abuse among disabled children suggests that disabled children are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risks of both abuse and neglect.” (paragraph 11.28).

We aim to build relationships with all children and train staff to be observant of changes in the behaviour in children in our care and to recognise signs of possible abuse even when children are unable to communicate this to us.

## Training

Our setting is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to *be strong, resilient and listened to*.

We seek out training opportunities for all adults involved in the setting to ensure that they can 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 designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.

We ensure that all staff are aware of the procedures for reporting and recording their concerns they may have about the provision.

## 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.

## Support to families

We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

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 always 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, after any investigation.

### Confidential Records /Learning Journals

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

### Intimate Care

Where children attend the setting, who are in nappies or require medication, or requiring a change of clothes that exposes their body, this is carried out by vetted/trained staff members only and is recorded by them and shared and signed by the child's parent/main carer. Privacy and respect is given to the child at changing times or where clothes are changed. Privacy and respect is given to the child receiving medication as appropriate.

### Allergies / Intolerances

A record of all children with a food allergy or food intolerance is kept at the setting and all staff are made aware. Allergy bracelets are available for children to wear if applicable.

## 1.3 Looked after children

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

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. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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.

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 to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.

We offer places for funded three and four-year-olds that 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 expect that the placement in the setting will last a minimum of six weeks.

We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

Where a child who normally would come to 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.

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 ensure appropriate information is gained and shared.

The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially about 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; and
- how any special needs will be supported.

In addition, the care plan will also consider:

- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. 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; and
- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, 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 firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

Concerns about the child will be noted in the child's file and discussed with the foster carer.

If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker per the setting's safeguarding children procedure.

Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

The transition to school will be handled sensitively. The designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

## 1.4 Absence Reporting and 'First Day Calling'

This procedure is to ensure that we know where your child is and that you are all safe. This can be avoided if you let us know in good time why your child is absent from school, including illness and family holidays, etc.

1. Staff will check the telephone(s) first thing in morning for voicemail and text messages regarding children's absence from preschool. These will be recorded in the Absence Diary along with any children away on a known holiday. Late arrivals will also be recorded.
2. Once the register is complete, this will be checked against the diary and any unexplained absences will be recorded.
3. If a message has not been received or the child has not arrived within 30 minutes to allow for lateness, then staff will start 'First Day Calling' procedure.
4. Staff will initially telephone the lead parent/carer on our forms to make contact with the family and ascertain a reason for absence. If contact cannot be made a message may be left, and we will contact the next person on our records, including emergency contacts, until we gain an answer.
5. If we do not receive a reply from any of the numbers, we will attempt to contact the list once more.
6. Once contact is made, we will stop this 'first day calling' process.
7. If we are unable to obtain any reply at all, from anyone on the contact list for the child, we will:-
  - Contact any additional agency support that the child/family has, such as a social worker, team around a child, etc.; or
  - Take any other action as may seem required at that time to ensure the safety of the child and/or the family.

## 1.5 Uncollected child

If 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 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.

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 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.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with a contact telephone number.

We inform parents that we apply our child protection procedures as set out in our child protection policy if their children are not collected from setting by an authorised adult within one hour after the setting has closed and 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.
- We contact our local authority children’s social services care team.
- 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 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.

## 1.6 Missing child

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

### Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting supervisor.
- The setting supervisor calls the police and reports the child as missing and then calls the parent.
- The setting supervisor 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 setting supervisor talks to the staff to find out when and where the child was last seen and records this.

- The setting leader contacts the Managers/Owner and reports the incident. The Owner comes to the setting immediately to carry out an investigation, with the management team where appropriate.

### Child going missing on an outing

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer 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 setting supervisor and managers are contacted immediately (if not on the outing) and the incident is recorded.
- The setting supervisor contacts the police and reports the child as missing.
- The setting supervisor contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who handle the search and contact the police if not found.
- The setting supervisor contacts the Owner and reports the incident. The owner comes to the setting immediately to carry out an investigation, with the managers (where appropriate).
- The setting supervisor or a member of staff may be advised by the police to stay at the venue until they arrive.
- Staff keep calm and do not let the other children become anxious or worried.
- The setting supervisor together with the Owner speaks with the parent(s).
- The Owner carries 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:
  - a) The date and time of the report.
  - b) What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
  - c) When the child was last seen in the group/outing.
  - d) What has taken place in the group or outing since the child went missing.
  - e) 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.
- 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.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

## 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. Setting supervisors need 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 setting supervisor. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting supervisor and the other should be the manager. 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 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 managers will use their discretion to decide what action to take.

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

## 1.7 Use of mobile phones and cameras

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

### Personal Mobile Phones

- Personal mobile phones belonging to members of staff are not used on the premises during working hours

- At the beginning of everyone's shift, personal mobile phones are stored in a locked office or drawer.
- In the event of an emergency, personal mobile phones may be used in the privacy of an office or outside of the setting, with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

### Cameras and Videos

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.
- Photographs or recordings are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting managers.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Registration Form).

## 1.8 Child Protection Whistle Blowing Policy

(For Public Interest Disclosure (Whistle Blowing) – see Employee Handbook page 251 & 52)

In line with the London Safeguarding Children Board and the London Child Protection Procedures, our setting operates a whistle blowing policy.

All staff should be aware of this policy and feel confident to voice concerns about the attitudes or actions of colleagues; this includes contact and actions using mobile phones, social media, internet, email and chat.

If a member of staff has concerns that a colleague may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children;

The staff member must speak to the Manager(s) within one working day.

The Owner/Manager must report these concerns, within one working day, to the Local Authority Designated Officer (LADO).

## 1.9 Teaching British Values

### What are the British Values detailed by Ofsted?

Per Ofsted, the following British values must be incorporated into and demonstrated through EYFS learning and play:

- Democracy
- Mutual respect & tolerance for others
- The rule of law
- Individual liberty

**Democracy** is about everyone being treated equally and having equal rights. Some ways this may be included in the early years setting is through encouraging sharing and group decision making.

**Mutual respect and tolerance for others** is about learning to understand and appreciate each other's differences, without allowing those differences to mean a change in treatment of any sort. It's about being a part of a community where not everyone is the same and forming relationships within that are without discrimination.

**The rule of law** is about ensuring the children in the early years setting understand that rules are important and they are given the opportunity to learn right from wrong. We aim to teach that there are boundaries and consequences, and that feelings and behaviour should be managed to fit within these boundaries.

**Individual liberty** is about children understanding and valuing their own self and confidence in making choices. Self-esteem, self-confidence and self-awareness are important here, which are already part of the EYFS teaching.

## 1.10 Prevent Duty

From 1<sup>st</sup> July 2015, all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

We are already responsible for keeping your children safe, however the Prevent duty reinforces these existing responsibilities in respect of radicalisation of children. We have a

duty of care to prevent our children and staff from being drawn into terrorism, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

- Provide appropriate information/training for our staff to be able to identify children who may be at risk of radicalisation.
- We assess the risk, by formal risk assessment of children being drawn into terrorism and extremist ideas.
- We are aware of the online risk of radicalisation using social media and the internet.
- We do not carry out unnecessary intrusion into family life but we will act when needed by following our safeguarding policy.
- We continue to build up our partnerships with parents/carers and families (to enable us to notice changes in behaviour or personality quickly and spot signs of radicalisation).
- We will assist and advise families who raise concerns with us and point them in the right direction and the right support.

We feel it is important that the children in our care are taught fundamental British values in an age appropriate way such as learning right from wrong, taking turns, sharing and treating everyone as individual and equal (In early years, the statutory framework for the EYFS sets standards for learning, development and care for children aged 0-5 years, thereby assisting personal, social and emotional development and understanding of the world.

Should we notice any concerning behaviour we will act by following our Safeguarding Policy including discussing it with our designated safeguarding officer we will contact the local authority dedicated helpline for advice regarding any concerns.

## 1.11 Female Genital Mutilation (FGM)

FGM is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

We have a robust and rigorous safeguarding procedure and protecting children in our care is paramount. The safeguarding officer and all members of staff are responsible to adhere and follow these policies.

We endeavor to adhere to the following:

- The safety and welfare of the child is paramount
- All agencies involved act in the interest of the rights of the child as stated in the UN convention 1989 and the Children’s act 1989.
- All staff are made aware of the possibility of a girl being at risk of FGM because of religious beliefs, nationality and other unusual events that could led to FGM e.g. a child being taken out of the setting for six weeks or more by parents or relatives.

If a member of staff had concerns over a child, they will report it to the Safeguarding Officer in the setting who would then decide whether a referral was needed to the Local Authority MASH Team (Multi Agency Safeguarding Hub).

## Useful Contact Numbers:

### *Concerns relating to a child:*

Ofsted  
Piccadilly Gate  
Store Street  
Manchester M1 2WD  
Telephone: 0300 123 1231  
Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

NSPCC  
0808 800 5000

### *Allegations against a staff member*

Local Authority Designated Officer (LADO): 01708 434343 (ask for LADO)