

Safeguarding and Welfare Requirement: Child Protection

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

1.1 Children's rights and entitlements

Policy statement

- 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 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;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;

- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards themselves and others;
- develop a sense of responsibility towards themselves and others; and
- be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

This policy was adopted at a meeting of

(name of provider)

Held on

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Safeguarding and Welfare Requirement: Child Protection

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

1.2 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 Early Years Alliance Safeguarding Children Policy. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. The purpose of this policy is to provide staff, volunteers and committee with the framework they need in order to keep children safe and secure in Busy Bees and to inform parents/carers how we will safeguard their children whilst they are in our care.

Abuses

Neglect – physical, emotional, medical, educational

Sexual abuse

Physical abuse

Domestic abuse

Emotional abuse

Bullying

Child trafficking

Female genital mutilation

Online abuse – cyber bullying, emotional abuse, grooming, sexting, sexual abuse, child sexual exploitation

Non recent abuse

Upskirting – taking a picture under a skirt or dress without the person knowing

County lines – drug dealers from big cities expand their operations to smaller towns, exploiting children & vulnerable people to sell drugs.

Cuckooing – a practice where people take over a person's home & use the property to facilitate exploitation to deal, store or take drugs or use the property for the sex trade or to financially abuse the tenant.

Witchcraft – the invocation of alleged supernatural powers to control people or events, using sorcery or magic.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy both in the Busy Bees setting and in the Forest School setting.

Key commitment 1

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

- Our designated safeguarding lead (DSL) (member of staff) who co-ordinates child, young person and vulnerable adult protection issues is: **Georgie Binks (deputy)**
When Busy Bees is open, but the designated person is not on site, our second designated person is always available for staff to discuss any safeguarding issues with.
This person is: **Debbie Markwick (manager)**
- Our designated officer (a member of the management team) who oversees this work is:
Jasmine Mitchell (Chair)
- The designated person, deputy and officer will ensure they have relevant links with statutory and voluntary organisations about safeguarding.

- We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.
- We ensure all staff understand our safeguarding policies and procedures and that parents are made aware of them too.
- Children have the right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst Busy Bees will work openly with parents/carers as far as possible, we reserve the right to contact children's social care or the police, without notifying parents/carers if this is in the child's best interests.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age-appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within Busy Bees are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred list checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person has unsupervised contact at the setting or has access to the children.
- Where applicants are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred list checks are carried out on anyone living or working on the premises.
- Volunteers must
 - Be aged 17 or over
 - Be considered competent and responsible
 - Receive robust induction and regular supervisory meetings
 - Be familiar with all the settings policies and procedures
 - Be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Students will not have unsupervised access to the children.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate
 - the date the disclosure was obtained, and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers are required to notify the setting if anyone in their household (including family members, lodgers, partners etc) has any relevant convictions, cautions, court orders, reprimands or warnings or have been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made on relation to care of their child.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their children
- Any personal information is held securely in line with data protection requirements and guidance from the ICO.
- The DSL in the setting has the responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The DSL will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the DSL at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to children's social care, LADO, Ofsted or RIDDOR.

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Access training to Level 3 which is updated every 2 years. They will be expected to update their knowledge annually through eLearning training and have an up-to-date knowledge of safeguarding issues. They are alert to potential indicators and signs of abuse and neglect and must be able to respond immediately. They understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. Staff receive updates from safeguarding support groups.
- Understand the principles of early help (as defined in *Working Together to Safeguard Children, 2019*) and can identify those children and families who may need early help and enable them to access it.
- Understand HSCP thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- Understand their responsibilities under the General Data Protection Regulations (GDPR) and the circumstances under which they may share information about parents/carers and their child. With other agencies.
- Understand how to escalate their concerns if they feel either the local authority and/or Busy Bees has not acted adequately to safeguard.
- Understands what Busy Bees expects of them in terms of their behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones and smart watches), whistle blowing and dignity at work.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in Busy Bees whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Maintain an attitude of 'it could happen here' with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL or deputy DSL as soon as is practical that day.
- If a disclosure is an allegation against a member of staff, they will follow the allegations' procedure (Annex 5)
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- Support children in line with their child protection plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents/carers of any concern about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support children and provide early help.

- Ensure they know who the DSL and deputy DSL are and know how to contact them.

Senior management team responsibilities:

- Contribute to inter-agency working in line with guidance (Working Together to Safeguard Children 2019)
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Working with children's social care, support their assessment and planning processes including Busy Bees attendance to conference and core group meetings.
- Carry out tasks delegated by the governing body such as training staff, safer recruitment, maintaining a single central register, provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within Busy Bees.
- Treat any information shared by staff or children with respect and follow procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from DfE, Hampshire Safeguarding Children's Partnership (HSCP) and Hampshire County Council (HCC).

Committee responsibilities

- The Chair will attend Level 3 safeguarding training, refresh it annually through eLearning or appropriate courses and renew it every 2 years if applicable.
- Ensuring Busy Bees has effective safeguarding policies and procedures including a child protection policy and staff behaviour policy
- HSCP is informed annually about the discharge of duties via the safeguarding audit
- Recruitment, selection and induction follows safer recruitment practice
- Allegations against staff are dealt with by the manager
- A member of the senior staff is designated as the DSL and have this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a nominated designated officer for allegations against the manager.

DSL responsibilities in Busy Bees

In addition to the role of staff and senior management team the DSL will

- Assist the committee in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002
- Attend initial Level 4 training for the role and refresh this every 2 years, updating annually through eLearning or appropriate courses.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that staff keep up to date with their training so that they can fulfil their responsibilities.
- Ensure any members of staff joining the setting outside of this training schedule receive induction prior to commencement of their duties.
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil's files) when a child transfers settings.
- Ensure that where a pupil transfers settings and is on a child protection plan or is a looked after child, the information is passed to the new setting immediately and that the child's social worker is informed.
- Link with the HSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Develop, implement and review procedures in Busy Bees that enable their identification and reporting of all cases, or suspected cases, of abuse.

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 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to the child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda 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 that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The manager/deputy will take immediate action to contact the child's parents to establish an explanation for their child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the DSL has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and HSCP procedures are followed. If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability such as, abuse of children who have special educational needs and/or disabilities, fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; and Female Genital Mutilation, Breast Ironing, radicalisation or extremism that may affect, or may have affected, children and young people using our provision.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and HSCP procedures on responding to radicalisation.
- The DSL completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may meet.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns and follow HSCP procedures.

- 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 member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
- If a staff member or volunteer is unhappy with the decision made by the DSL in relation to whether to make a safeguarding referral, they must follow escalated procedures.
- We refer concerns to the HSCP team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Hampshire Safeguarding Children's Partnership.
- 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 2004. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistle blowing policy in place.
- Staff and volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing, if they feel that the organisation has not acted adequately in relation to safeguarding, they can contact the NSPCC whistleblowing helpline.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 1. make an initial record of the information
 2. report it to the DSL immediately
 3. the DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or deputy DSL are not immediately available (see point 8 below)
- dates and times of observation
- dates and times of any discussions they were involved in
- any injuries
- explanations given by the child/adult
- what action was taken
- any actual words or phrases used by the child.

The records must be signed and dated by the author.

Following a report of concern from a member of staff/volunteer, the DSL must:

1. decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care.
2. Normally Busy Bees should try to discuss any concerns about a child's welfare with the family and where possible seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm, they must contact children's social care via the Children's Services Professional line on 01329 225379 and make a clear statement of
 - The clear facts
 - Any suspicions or allegations
 - Whether or not there has been any contact with the child's family.

If the DSL feels unsure about whether a referral is necessary, they can phone the CSP to discuss concerns.

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
5. The DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form (IARF) which will provide children's social care with the supplementary information required about the child and family circumstances.
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken.
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a child is in need of urgent medical attention and there is suspicion of abuse, the DSL or deputy DSL should take the child to the A&E unit of the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

Written records that form 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, the date and time and the names of any other person present at the time must be kept.

- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity and within one working day.
- Where the HSCP stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the HSCP.

Making a referral to the local authority children's social care team

- The Early Years Alliance's publication Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (2015).
- We keep a copy of this document alongside the procedures for recording and reporting set down by the HSCP, which we follow where local procedures differ from those of the Early Years Alliance.

Escalation process

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

Informing parents

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk or interfere with the course of a police investigation. Advice will be sought from social care if necessary.

- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the HSCP 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.
- If there is a possibility that advising a parent beforehand may place a child at greater risk, or interfere with a police response, the DSL should seek advise from children's social care about whether or not to advise parents beforehand and should record and follow the advice given.

Liaison with other agencies

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

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteers or any other person working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the HSCP when responding to any complaint that a member of staff or volunteer within the setting, or anyone working on the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone 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 and/or offer advice:

The Hampshire Lado's are Barbara Piddington, Fiona Armfield and Mark Blackwell.

Tel: 01962 876364,

Email: child.protection@hants.gcsx.gov.uk

- We also report any such alleged incident to Ofsted, (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.

- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

Disciplinary action

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

Key commitment 3

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

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive training in accordance with that recommended by the HSCP, every 2 years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via staff meetings, emails, newsletters and online training.
- Any update in national or local guidance will be shared with all staff in briefings and this policy will be updated during the year to reflect any changes brought about by new guidance.

Planning

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

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop the setting culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.
- As a preschool we will educate and encourage the children to keep safe through the content of the curriculum and the Busy Bees ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

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 HSCP.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social 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 HSCP.

Safer eating:

- Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate.
- Before a child is admitted to the setting Busy Bees must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by Busy Bees with all staff involved in the preparing and handling of food.
- At each mealtime and snack time Busy Bees must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.
- Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent therefore it is important for Busy Bees to be alert to when a child may be starting to choke. Where possible, a member of staff should sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and parents and/or carers made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.
- Paediatric First aid (PFA) for students and trainees, suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.

Legal framework

Primary legislation

- Children Act (1989 s47) & (2004)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)

- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)
- The Human Rights Act (1998)
- The Adoption and Children Act (2002)
- The Education Act (2002)

Further guidance

- Working Together to Safeguard Children (2018)(2020)
- What to do if you're Worried a Child is Being Abused (HMG 2006)(2015)
www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2
- Revised Prevent Duty Guidance for England and Wales (HMG 2015)
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- Duty to Report FGM (2015)
- EYFS Statutory Framework (2017 updated 2021)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Keeping Children Safe in Education (2018)
www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Hidden Harm - Responding to the Needs of Children of Problem Drug Users (ACMD 2003)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)(2018)
- Munro Review of Child Protection (2011)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted 2016)
- Disclosure and Barring Service
www.gov.uk/disclosure-barring-service-check
- Female genital mutilation
www.gov.uk/government/publications/female-genital-mutilation-guidelines
www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

Other useful Early Years Alliance publications

- Safeguarding Children (2013)
- Safeguarding through Effective Supervision (2013)
- The New Early Years Employee Handbook (2016)
- People Management in the Early Years (2016)

This policy was adopted at a meeting of

Held on

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

_____ (name of provider)

_____ (date)

_____ (date)

Safeguarding and Welfare Requirement: Child Protection

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

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

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

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them.

- We offer places for funded two, three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is 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 that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates 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 issues for the child such as:
 - their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at 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 and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to 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 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.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)
- The Adoption and Children Act 2002

This policy was adopted at a meeting of

(name of provider)

Held on

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

(signature)

Name of signatory

(signature)

Role of signatory (e.g. chair, director or owner)

(signature)

Safeguarding and Welfare Requirement: Child Protection

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

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

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

Procedures

- Parents 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.
- 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 our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected 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 procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child 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 the setting has closed 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 care team:

0845 6035620

(name and phone number)

For full day care, this will be the out of hours duty officer:

0845 6004555

(name and phone number)

- The child stays at the 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 will 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:

0300 1231231

(telephone number)

- Our local Pre-school Learning Alliance office/Development Worker may also be informed.

02076 972500

(name and phone number)

This policy was adopted at a meeting of

(name of provider)

Held on

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Other useful Early Years Alliance publications

- Safeguarding Children (2010)

Safeguarding and Welfare Requirement: Child Protection

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

1.5 Missing child

Policy statement

Children's safety is our 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 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 setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent. The setting leader 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 leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management team where appropriate.

Child going missing on an outing

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

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- 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 leader or manager is contacted immediately (if not on the outing) and the incident is recorded.
- The setting leader contacts the police and reports the child as missing.
- The setting leader 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 will handle the search and contact the police if the child is not found.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management committee, (where appropriate).
- The setting leader or member of staff may be advised by the police to stay at the venue until they arrive.

What to do if a child goes missing during a Forest School session

- Staff will blow their whistle to alert the other staff
- All the other children will be escorted to the log circle and counted
- The register will be taken to check who is missing
- Staff will call out the child's name, pausing to listen for a reply
- One member of staff will stay with the group of children keeping the situation calm while the others explore the woods working out from the centre towards the perimeter, along the perimeter, checking the gates then the neighbouring garden
- If the child cannot be found after 10 minutes, all staff will escort the other children back to Busy Bees and the above procedures will be put in place.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with a representative of the management team, speaks with the parent(s).
- The chair, director 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.
- 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 leaders 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 leader. 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.

This policy was adopted at a meeting of

(name of provider)

Held on

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Safeguarding and Welfare Requirement: Child Protection

The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

1.6 Online safety (including use of mobile phones and cameras)

Policy statement

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 Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

Our designated person responsible for co-ordinating action taken to protect children:

Georgie Binks (Deputy) and in her absence Debbie Markwick (Manager)

ICT equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet:
 1. Only go online with a grown up
 2. Be kind online
 3. Keep information about me safely
 4. Only press buttons on the internet to things I understand
 5. Tell a grown up if something makes me unhappy on the internet.
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure about something, not keeping secrets as part of a social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it by having a trusted exoert look at it.

- All computers for use by the children are in a clearly visible area.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk
- Suspicions that an adult is attempting to make inappropriate contact with a child online is reported to the National Crime Agency's Exploitation and Online Protection Centre at www.ceop.police.uk
- The designated person ensures staff have access to age appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with the child's parents and refer them to sources of help such as the NSPCC on 0800 800 5000 or www.nspcc.org.uk or Childline on 0800 1111 or www.childline.org.uk

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones – children

- If a child is found to have a mobile phone or other ICT device with them in the setting, it is removed and placed with the staff mobile phones on the window sill in the kitchen until the child's parent/carer collects them at the end of the session.

Mobile phones – staff and visitors

- At the beginning of everyone's shift, personal mobile phones are stored in a safe place in the kitchen. Staff do not access their phones without first making the team leader aware. The team leader's mobile is sometimes used as the work phone for parents to use as an alternative contact to the hall phone or work mobile.
- In an emergency, personal mobile phones may be used with permission from the team leader or deputy in the leader's absence.
- Members of staff ensure that the telephone numbers of the setting are 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. Phones to be placed in the safe place in the kitchen whenever possible.

- These rules also apply when visiting or supporting staff in other settings.
- During the Forest School sessions, the Manager will have her own mobile phone as well as the work mobile. The manager's phone is on a different network which will provide us with a wider chance of receiving a signal.
- Childminders and parents/carers who attend Forest School sessions may take photographs only of the children in their care as long as the manager has been made aware. Childminders will have their own written permission forms from parents and will also fill in one of our consent forms prior to a child attending Forest School sessions ensuring parents permission is granted for photographs.

Cameras and videos

- Members of staff and volunteers 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, with written permission received from parents (on contact form). Such use is monitored by the manager.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Where parents request permission to photograph or record their own children at special events, permission will be first gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs and recordings of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example ensuring children aren't named by other family members on our Facebook page.

Social media

- Staff and volunteers are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff and volunteers should not accept service users, children and parents as friends due to it being a breach of expected professional conduct. The only exception to this is as a way of safeguarding vulnerable children and their families as a way of monitoring safeguarding issues. In those cases, the DSL may accept friend requests from parents/carers.
- If staff and volunteers name the organisation or workplace in any social media they do so in a way that is not detrimental to the setting or its service users.
- Staff and volunteers observe confidentiality and refrain from discussing any issues relating to work.
- Staff and volunteers should not share information they would not want children, parents or colleagues to view.
- Staff and volunteers should report any concerns or breaches to the DSL in the setting.
- Staff and volunteers avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming to the setting, this information is shared with the manager prior to the child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- Manager's seek permission from the senior management team (committee chair) prior to using any online learning journal. Details on how the learning journal is managed to ensure children are safeguarded are discussed.
- Staff adhere to the guidance provided with the system at all times.

Use and/or distribution of inappropriate images

- Staff and volunteers are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed.
- Staff are aware that grooming children and young people online is an offence in its own right and concerns about a colleague's or other's behaviour are reported as above.

Cleaning IT equipment

- In line with government guidance all shared IT equipment must be wiped clean after each use to help prevent the spread of infectious diseases (Ref Covid-19).

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

This policy was adopted at a meeting of _____ (name of provider)

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (eg chair, director, owner) _____

Safeguarding and Welfare Requirement: Suitable People

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.

2.1 Employment

(Including suitability, contingency plans, training and development)

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements. We follow our legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners.

Procedures

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 disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. 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.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- Forest School sessions are led by a qualified Forest School Leader.

Disqualification

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

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 for the Children and Young People's Workforce or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Early Years Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- Our setting leader is qualified as a Forest School Leader.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

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.
- In all year round settings, managers organise staff annual leave so that ratios are not compromised. 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.
- We have contingency plans to cover staff absences, as follows:

Bank staff to be contacted.

This policy was adopted at a meeting of

(name of provider)

Held on

(date)

Date to be reviewed

(date)

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)

Other useful Early Years Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

Safeguarding and Welfare Requirement: Suitable People

Providers must ensure that adults looking after children are suitable to fulfil the requirements of their roles.

2.2 Student placements

Policy statement

Our 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 people' requirements of Ofsted and have DBS checks carried out before they start.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- 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 and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- 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.
- We require students to wear appropriate clothing for all sessions, including Forest School sessions if applicable. This information will be given to them as part of their induction.

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Safeguarding and Welfare Requirement: Staff Qualifications, Training, Support and Skills

Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities.

3.1 Induction of staff, volunteers and managers

Policy 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 where appropriate.
 - Familiarising with the building, health and safety, and fire and evacuation 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 induction period lasts at least two weeks. The manager 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 probationary period.

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Other useful Early Years Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

Safeguarding and Welfare Requirement: Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

4.1 The role of the key person and settling-in

Policy statement

We believe that 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, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and 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 also want parents to have confidence in both their children's well-being and their role as active partners with 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign 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

- We allocate a key person before the child starts.
- In some settings where a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and 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 parents 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.

- The 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 about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, 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 have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- 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 their key person; for example, the child looks for the key person 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.
- 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 expect that the parent will honour the commitment to stay for at least the first week, 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.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

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(date)

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Other useful Early Years Alliance publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage (2012) With supporting documentation

Safeguarding and Welfare Requirement: Staff: Child ratios

Staffing arrangements must meet the needs of all children and ensure their safety

5.1 Staffing

Policy statement

We provide a staffing ratio in line with the Safeguarding and 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 in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged two years: 1 adult : 5 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds a full and relevant level 3 qualification.
- The Lead practitioner should have at least 2 years experience.
- The committee must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the absence of the lead practitioner.
- A minimum of two staff/adults are on duty at any one time.
- Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person 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 and offers support in guiding their development at home.
- 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.
- We have a higher adult/child ratio when attending Forest School with a ratio of 1 adult : 5 children.

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Other useful Early Years Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)