



# **Tillingham Pre-school**

## **Aims & Objectives**

Tillingham Pre-school is an established community pre-school that has been running since 1963 and serves the rural village of Tillingham and its surrounding areas.

### **Aim**

The aim of the pre-school is to provide good quality childcare and education for all. To promote a safe, caring, stimulating, learning environment where children can flourish and grow in their key developmental areas and be able to approach formal schooling as happy, confident, secure children, ready to face new challenges.

### **Objectives**

- Tillingham Pre-school will promote good health through physical exercise and healthy snacks. Encouraging children to use their body effectively and by training in personal hygiene.
- Parents/carers are involved as partners with mutual responsibility for their children's education.
- Communication and links to be established between parents/carers, Tillingham Pre-school, local schools and outside agencies when applicable.
- Tillingham Pre-school is an Equal Opportunities pre-school.
- Parents/carers are encouraged to take a role in the pre-school either through helping during sessions or on the managing body.
- Children are encouraged to make their own choices and are given opportunity for free expression.
- Children are provided with a variety of materials to promote curiosity and experimentation.
- Children are encouraged to respect one another's differences, to understand that despite these differences each is unique and important.
- Children are encouraged to express their feelings in an appropriate manner.
- A sense of responsibility is fostered by giving the child responsibility.
- Self-esteem is promoted by setting the children achievable challenges.
- To create a happy environment where children will be keen and eager to learn.
- Each session will provide learning experiences in the six developmental areas as defined in the Early Years Foundation Stage Statutory Guidance

- Each session will have different equipment so that children who come to all sessions meet different challenges.
- The session will cater and be suitable for all age ranges and the curriculum structured accordingly.
- Provision is made for all children with learning or physical difficulties to participate in the daily activities.
- To ensure that fees are kept low by regular fund raising thus making Tillingham Pre-school available to all.
- To ease the transition into formal schooling by promoting visits and links with the catchment schools.
- To promote good working practice for staff and children.
- That staff are aware they are role models for the children and act accordingly.
- To encourage staff development through training.
- To always understand that the “Children come first” with us.
- Most importantly to promote learning through play.

## **Tillingham Pre-school**

### **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 of our children.

### **EYFS key themes and commitments**

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

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

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;

- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

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

This policy was adopted by	_____	(name of provider)
On	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the provider	_____	
Names of signatories	_____	
Role of signatories (e.g. chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **Safeguarding and Welfare Requirement: Child Protection**

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

## **1.2 Safeguarding children, young people and vulnerable adults**

### **Policy statement**

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people (a 'young person' is defined as a 16 to 19 year old in our setting and they may be a student, worker, volunteer, committee member or parent) and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

### **EYFS key themes and commitments**

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

### **Procedures**

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

#### ***Key commitment 1***

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

- Our designated person, (a member of staff) the Supervisor who co-ordinates child, young person and vulnerable adult protection issues is:

#### **Karen Tuckey**

- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns. (Annette Murray)

- Our designated officer (a member of the committee), our chair, who oversees this work is:

### **Krysta Collin**

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- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff and committee are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff understand that safeguarding is their responsibility.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSCB or Safeguarding partners in areas where the safeguarding partners have replaced the LSCB.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.

- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff, committee and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- All applicants for work within the pre-school will be interviewed before an appointment is made and will be asked to provide at least two references. They will also need to provide confirmation of their right to work in the UK.
- All permanent appointments will be subject to a six month probationary period and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.
- Volunteers do not work unsupervised.
- Enhanced criminal records and barred lists 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 a robust induction and regular supervisory meetings;
  - be familiar with all the settings policies and procedures;
  - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed for staff/committee and volunteers 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, committee and volunteers are informed that they are expected to disclose annually 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).
- From 31 August 2018, staff, committee and volunteers in childcare settings that are not based on domestic premises are not required to notify their Supervisor/Chair if anyone in their household (including family members, lodgers, partners etc) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- Staff receive regular supervision, which include discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour outlined in their Contract of Employment.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present.
- The designated person in the setting has 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 and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted or RIDDOR.



## **Key commitment 2**

Tillingham Pre-school is committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

### **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- All staff remain alert to any signs that during the current COVID 19 outbreak a child in their care is suffering from or likely to be suffering from harm. This includes signs of neglect that may be caused by extraordinary circumstances due to measures to curb the spread of the virus.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.

- We are prepared to take action if we/I have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person 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 and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- 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 and child in need concerns and follow the local procedures as published by the local safeguarding partners.

- Where such indicators are 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.
- In the event that a staff member, committee member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the local safeguarding partners.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, 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
- . All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff, committee and volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

### **Recording suspicions of abuse and disclosures**

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child, although it is OK to ask questions for the purposes of clarification;

- makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, 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 Local Safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding partners.

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

- *Safeguarding Children* (Pre-school Learning Alliance 2013) contains procedures to help in making a referral to the local children's social care team, as well as a template form for recording concerns and to assist with making a referral.
- We keep a copy of this document alongside the procedures for recording and reporting set down by our local safeguarding partners, which we follow where local procedures differ from those of the Early Years Alliance.

### **Escalation process**

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by safeguarding partners to resolve professional disputes.

### **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 or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care or in some cases police, where 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 procedures of the local safeguarding partners does not allow this, for example, where it is believed that the child may be placed at risk.

- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice 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 local safeguarding partners 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 and concerns about children's welfare, 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 and persons in position of trust**

- 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 ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
  - inappropriate sexual comments;
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We will recognise and respond to allegations that a person who works with children has:
  - behaved in a way that has harmed a child, or may have harmed a child

- possibly committed a criminal offence against or related to a child
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
  - We respond to any concerns raised 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 living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
  - We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:  

**03330 139797**

*(name and phone number)*
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- We also report any such alleged incident to Ofsted, 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 committee 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. Where it is appropriate and practical and agreed with LADO we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

### **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**

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

### **Training**

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local

authority guidelines for making referrals. Training opportunities should also cover extra familiar threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.

- We ensure the Designated persons receive appropriate training, as recommended by the local safeguarding partners, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

### **Planning**

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

### **Curriculum**

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding partners and in line with GDPR, Data Protection Act 2018, and Working Together 2018.

### **Support to families**

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



- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

## **Legal framework**

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

### *Secondary legislation*

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

## **Further guidance**

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- 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)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)



- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
- Safeguarding Children (Pre-school Learning Alliance 2013)
- Safeguarding through Effective Supervision (Pre-school Learning Alliance 2013)
- The New Early Years Employee Handbook (Pre-school Learning Alliance 2016)
- People Management in the Early Years (Pre-school Learning Alliance 2016)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

Updated 11.12.2019

## **Tillingham Pre-school**

### **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**

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

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

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

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

### **Principles**

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

- We offer places to two-year-old children who are in care, chargeable unless they are eligible for 2yr Funding. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

## Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person after they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up 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 to return home, the birth parent(s) should be involved in planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned 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)

This policy was adopted by	_____	(name of provider)
On	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **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 by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

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

### **EYFS key themes and commitments**

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### **Procedures**

- Parents are asked to provide the following specific information when their child starts attending our setting, 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, usually by using their personal password.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 01621 778803/07434 534426.
- If a child is not collected at their expected collection time, we follow the procedures below:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - If no-one collects the child within one hour of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact the local authority children's social care team:

**Maldon/Chelmsford/Colchester 0845 603 7630**

*(name and phone number)*

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- Or the out of hours duty officer (where applicable):

*(name and phone number)*

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- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents 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 we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.

- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

- Ofsted may be informed:

**0300 123 1231**

*(telephone  
number)*

\_\_\_\_\_

- The local Pre-school Learning Alliance office/Development Worker may also be informed:

**01245 464579**

*(name and phone  
number)*

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### Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2013)

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## **Tillingham Pre-school**

### **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 the implementation of our outings procedure and our 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.

### **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### **Procedures**

#### ***Child going missing on the premises***

- As soon as it is noticed that a child is missing, the relevant member of staff alerts our Supervisor/Deputy Supervisor.
- The register is checked to make sure no other child has also gone astray.
- Our Supervisor/Deputy Supervisor will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the Supervisor/Deputy Supervisor calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- The Supervisor/Deputy Supervisor talks to the staff to find out when and where the child was last seen and records this.

- The Supervisor/Deputy Supervisor contacts the Chair of the Committee and reports the incident. The Chair comes to the provision immediately to carry out an investigation, with the Supervisor/Deputy Supervisor where appropriate.

### ***Child going missing on an outing***

This describes what to do when our staff have taken a small group on an outing, leaving our Supervisor/Deputy Supervisor and/or other staff back in our setting premises. If our Supervisor/Deputy Supervisor has accompanied children on the outing, or for a sole childminder, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group 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, the staff members 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.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our Supervisor/Deputy Supervisor is contacted immediately (if not on the outing) and the incident is recorded.
- The Supervisor/Deputy Supervisor contacts the parent(s).
- The staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our Supervisor/Deputy Supervisor where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- The Supervisor/Deputy Supervisor contacts the Chair of the Committee and reports the incident. The Chair comes to our premises immediately to carry out an investigation, with the Supervisor/Deputy Supervisor where appropriate.
- Our staff keep calm and do not let the other children become anxious or worried.

### ***The investigation***

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- The Chair, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- The Supervisor/Deputy Supervisor, together with the Chair speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
  - The date and time of the incident.

- Where the child went missing from e.g. the setting or an outing venue.
- Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
- When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
- What has taken place in the premises or on the outing since the child went missing.
- The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- 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.
- Our 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.
- They may be the understandable target of parental anger and they may be afraid. Our Supervisor/Deputy Supervisor ensures that any 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 our staff and may single out one staff member over others; they may direct their anger at our Supervisor/Deputy Supervisor. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our Supervisor/Deputy Supervisor and the other should be our Chair. No matter how understandable the parent's anger may be, aggression or threats against our 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. Our 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, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our Chair will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

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Role of signatories (e.g. Chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **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 mobile phones, cameras and smart watches)**

#### **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.

#### **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe	2.2 Parents as Partners	3.4 The Wider Context	

#### **Procedures**

- Our designated person (Supervisor/Deputy Supervisor) responsible for co-ordinating action taken to protect children is:

**Karen Tuckey & Annette Murray**

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#### ***Information Communication Technology (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 installed.
- 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 who are shown this policy.
- 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;
  - only go on line with a grown up
  - be kind on line
  - keep information about me safely
  - only press buttons on the internet to things I understand
  - 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, not keeping secrets as part of 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.
- All computers for use by children are located in an area clearly visible to staff.
- 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](http://www.iwf.org.uk).
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://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 their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or [www.nspcc.org.uk](http://www.nspcc.org.uk), or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk).

### ***Email***

- Children are not permitted to use email in the setting. Parents and staff are not 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***

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the kitchen area which is off limits to children, until the parent collects them at the end of the session.

### ***Mobile phones/Smart Watches – staff and visitors***

- Personal mobile phones/smart watches are not used by our staff on the premises during working hours. They will be stored in the back room of the village hall which is off limits to children.
- In an emergency, personal mobile phones may be used in the kitchen area where there are no children present, with permission from the Supervisor/Deputy Supervisor.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones/smart watches on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones/smart watches whilst on the premises. We make 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 that they must go into the kitchen area where they can use their mobile phone/smart watch, where no children are present.
- These rules also apply to the use of our work mobile and when visiting or supporting staff in other settings.

### ***Cameras and videos***

- Our staff and volunteers must not bring their personal cameras or video recording equipment 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 by parents (see the Registration form). Such use is monitored by the Supervisor/Deputy Supervisor.
- Where parents request permission to photograph or record their own children at special events, general permission is 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 of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.
- ***Social media***
- Staff 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 should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff 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 into the setting, this information is shared with the Supervisor/Deputy Supervisor prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

#### ***Use and/or distribution of inappropriate images***

- Staff 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 on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

#### ***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/](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/)

#### ***Other useful Pre-school Learning Alliance publications***

Safeguarding Children (2013)

Employee Handbook (2012)



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On	_____	(date)
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Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

**I have read the above policy and agree to abide by the policy**

**Name**\_\_\_\_\_

**Signed**\_\_\_\_\_ **Date**\_\_\_\_\_

### **Safeguarding and Welfare Requirement: Suitable People, Staff Qualifications, Training, Support and Skills**

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

## **1.7 Whistleblowing policy**

It is important to Tillingham Pre-school that any fraud, misconduct or wrongdoing by employees, or people engaged in the organisation's business, is reported and properly dealt with. We therefore encourage all individuals to raise any concerns that they may have about the conduct of others in the early years setting or the way in which the early years setting is run.

We recognise that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured.

Whistleblowing relates to all those who work with, or within, the early years setting, who may from time-to-time think that they need to raise with someone in confidence certain issues relating to the organisation.

Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure. If you have a concern about malpractice within the organisation, then you should use the procedure outlined below.

### **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

## **Procedure**

- Report any concerns to your Supervisor/Deputy Supervisor. If this is not possible, then report your concerns to a committee member/trustee.
- All employees and those involved with the early years setting should be aware of the

importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.

- You should be watchful and report any wrongdoing. Wrongdoing could include:
  - abuse of a child or vulnerable person
  - a child, parent, employee or volunteer being put at risk of harm
  - unsafe working practices
  - a failure to comply with statutory or legal obligations
  - a criminal offence which has or is about to be committed
  - the use of unsafe equipment
  - falsification of financial records
  - bribery and/or corruption which has taken or is about to take place
  - covering up wrongdoing or malpractice
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a qualifying disclosure (something that it is in the public interest to disclose) will be a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure the early years setting's disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a malicious, vexatious or false allegation then this will be considered a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to

raise or pursue any concern, even by a person in authority such as a Supervisor/Deputy Supervisor, you should not agree to remain silent. In this event you should report the matter to a committee member/trustee.

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Names of signatories	_____	
Role of signatories (e.g. chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **Safeguarding and Welfare Requirement: Child Protection**

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

## **1.8 Intruder Policy**

### **Policy statement**

Tillingham Pre-school believes that the safety of the children and colleagues in the setting is of paramount importance. We make every effort to keep the setting secure from intruders.

### **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping Safe		3.4 The Wider Context	

An intruder is an individual in the setting or on the school grounds who has not followed established visitor procedures; they may or may not be a safety hazard to the pre-school or the primary school. This policy provides a means of dealing with either situation.

Any colleague who observes an individual on the premises or on the school grounds who appears suspicious or out of place should approach the individual (if it appears safe to do so), ask their name and purpose or alert another colleague, school caretaker for assistance.

The person approaching the suspicious individual must determine if the person poses a safety hazard or just needs to be made aware of the procedures in place for visiting the pre-school setting. While determining the status of a visitor every effort must be made to ensure children in our care are safe, feeling secure where possible and remain undisturbed and engaged in their activities. Children must be given reassurance regarding their own and others safety and wellbeing when needed.

### **Procedure 1: Visitor with legitimate business**

1. Identify the person and determine their purpose or need for being in the setting.
2. Escort the person to the Supervisor and sign in the visitor's book and to remind them of the visitors' procedure of signing in.

3. Wait until a member of the management team can come to you, if safety issues do not permit you to leave your post.

## **Procedure 2: Intruder who may pose a safety hazard**

1. Politely greet intruder, identify yourself and ask purpose of the visit.
2. Ask a colleague to observe your approach to the intruder for safety reasons
3. Explain that all visitors must report to the Supervisor and escort the person to the Supervisor.
4. Depending on the circumstances and the demeanour of the intruder colleagues in the setting will call the police to report the incident. If the intruder appears agitated, irrational or refuses to leave the premises in a peaceful manner, endeavour to calm the person by talking in a low, calm, reassuring voice whilst trying to gain the attention of a colleague to call the police.
5. If the police are called and the individual leaves or attempts to leave prior to the police arriving, do not attempt to physically detain or restrain the person. Contact the police to inform the responding officers that the individual has left the premises, the direction and the means of transport.
6. If the individual stays until the police arrive, inform the officers what has happened that led to the individual being with you so they can establish probable cause for arrest for trespassing. Also verbally ask the subject not to return to the pre-school premises whilst in the presence of the police.
7. Review security immediately.
8. Log incident and actions as soon as possible

## **Procedure 3: Intruder who is armed or otherwise poses a safety hazard**

1. Alert all colleagues
2. Contact the police as soon as possible to report the incident.
  - Give the operator all the information regarding the location of the intruder, a physical and clothing description and the weapon involved (where applicable)
  - Advise the operator what you are doing to ensure the safety of the children and colleagues in the setting
  - Remain on the line until the operator advises you to hang up.
  - Monitor the location of the intruder until the police arrive.
3. When confronting an intruder, take a colleague with you. Determine who will initiate contact with the intruder and who will act as back-up person. Both staff members should break off contact and leave when it is safe to do so. Attempt to direct the intruder away from areas occupied by the

children. Use casual conversation or body language to calmly direct the situation. If the intruder shows a weapon, assure him/her that it is not necessary for him/her to consider using a weapon. occupied by the children. Use casual conversation or body language to calmly direct

- Back away slowly and leave the area.
- Both of your hands should be up with your palms facing the intruder while slowly
- backing away.

4. Remain calm; do not attempt to disarm the person.

5. Once the police arrive provide them with the following information:

- Location of intruder
- Description of intruder
- Any known weapons
- Any statements made by the intruder

6. Be prepared to keep media, parents and other community members out of the setting. The police will secure the area.

7. All other colleagues and official visitors should remain in their designated areas with the children unless otherwise directed by the police, reassuring and engaging the children as appropriate.

8. In any event there will be a thorough investigation of the incident, and a report will be made by all colleagues involved. Inform Ofsted and the children's parents of the incident and the subsequent investigation, with due regard to the confidentiality policy and data protection.

This policy was adopted by	_____	(name of provider)
On	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

## **Tillingham Pre-school**

### **Safeguarding and Welfare Requirement: Child Protection**

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

## **1.9 Equipment and Resources**

### **Policy statement**

Tillingham Pre-school believes that high quality care and education are promoted by providing children with safe, clean, attractive resources, toys and equipment and that all these resources must be age and developmentally appropriate. We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes through play and exploration, within a safe and stimulating environment.

### **EYFS key themes and commitments**

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.1 Child Development 1.3 Keeping safe 1.4 Health and wellbeing		3.3 The learning environment	4.1 Play & Exploration 4.2 Active Learning 4.3 Creativity & Critical Thinking

### **Procedures**

- planning the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered
- providing a sufficient quantity of equipment and resources for the number of children
- providing resources which promote all areas of children's learning and development, which may be child or adult led
- keeping an inventory of resources and equipment
- using the inventory to review the balance of resources and equipment to ensure that they support a range of activities across all areas of play, learning and development
- providing adequate insurance cover for the pre-school's resources and equipment
- displaying resources and equipment where children can independently choose and select them
- providing play equipment and resources which are safe and, where applicable, conform to BSEN safety standards or Toy (Safety) Regulations (1995)



- providing furniture which is suitable for the children's age range
- checking all resources and equipment as they are set out at the beginning of a session and again as they are put away at the end of a session. Equipment is cleaned and repaired as necessary and any unsafe, worn out or damaged equipment is replaced
- selecting books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and racial and gender stereotyping
- providing play equipment and resources which promote continuity and progression, providing sufficient challenge and meet the needs and interests of all children
- providing natural, recycled and manufactured materials which are clean, in good condition and safe for the children to use

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	