



## Safeguarding and Welfare Requirement: Child Protection

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

# Safeguarding and Child Protection

## 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 language 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 dependence.
- 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.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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 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.

**Legal framework**

*Primary legislation*

- Counter-Terrorism and Security Act (2015)
- Equality Act 2010
- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)
- The Protection of Children Act (1999)

**Secondary legislation**

- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)
- Protection from Harassment Act (1977)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations

**Further guidance**

- Prevent Duty
- Working Together to Safeguard Children (revised HMG 2006 – under revision 2012)

This policy was adopted at a meeting of Acorns Community Pre-School held on .....

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

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## 1.2 Safeguarding Children – Guidance and Information

This policy has additional supporting information and guidance:

Annex 1 – High risk and emerging safeguarding issues

Annex 2 – Safeguarding issues relating to individual pupil need

Annex 3 – Other safeguarding issues impacting pupils

Annex 4 – Safeguarding processes

Annex 5 – Community Partnership Information Form

For Personal and Intimate Care see Policy 6.4

***(This policy should be read in conjunction with the preschool's Policy 1.3 Safeguarding Children - Child Protection Procedures and Staff Handbook including the Code of Conduct)***

### Policy statement

Acorns pre-school will work with children, parents and the community to ensure the rights and safety of children to give them the very best start in life. Safeguarding determines the actions that we take to keep children safe and protect them from harm. We understand that everyone in the group has a responsibility for Safeguarding issues. This policy helps to

- provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- ensure consistent good practice across the school.
- demonstrate our commitment to protecting children.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. This policy underpins all our policies relating to the safety and protection of children, it links to other policies which will provide more information and greater detail for specific guidance and procedures.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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

### Definitions

Within this document:

'**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents/carers and Directors.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of preschool; however the policy will extend to visiting children and students from other establishments

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

**The designated safeguarding lead for the preschool is: Heather Page**

**The deputy safeguarding lead is: Karen Heaton**

### **Principles and Values**

We understand that everyone in the group has a responsibility for safeguarding issues.

Although the Designated Safeguarding Lead (DSL) and their deputy take a lead, all staff have responsibility in all of the areas covered within this policy. We recognize Health and Safety is a specific area of safeguarding and a separate lead for this area is in place.

Safeguarding processes and procedures are intended to put in place measures that minimise harm to children. Situations may occur which highlight gaps or deficiencies in the policies and processes, once these are identified and we will review our policy and procedures to ensure our safeguarding policy, practice and culture is robust.

We encourage children to talk to any member of staff, to share concerns or talk about situations which are giving them worries. Our staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.

***This policy is based on the Model Safeguarding Policy, Procedure and Guidance published September 2018 (to be reviewed September 2019)***

***<https://www.hants.gov.uk/educationandlearning/safeguardingchildren/procedures>***

### **Legal framework**

#### *Primary legislation*

- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)
- The Protection of Children Act (1999)
- Data Protection Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- Children, Schools and Families Act (2010)
- Counter-Terrorism and Security Act (2015)

#### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2006)
- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)
- Freedom of Information Act (2000)
- Protection from Harassment Act (1977)
- Public Interest Disclosure Act (1998)

**Further guidance**

- Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages: [www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance](http://www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance)
- Links to online specific advice and guidance can be found at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/onlinesafety>
- Links to other pages from the local authority on safeguarding can be found at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren>
- The procedures of the Hampshire Safeguarding Children Board can be accessed at <http://4lscb.proceduresonline.com/hampshire/contents.html>
- **Gov.UK Safeguarding Children** <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- Working Together to Safeguard Children (revised HMG 2006 – under revision 2012)
- What to Do if You Are Worried a Child is Being Abused (HMG 2006)
- 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 2007)
- Information sharing: Guidance for Practitioners and Managers (HMG2008) (HMG2006)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)
- Prevent Duty – Department of Education - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

**Other useful information:**

- Safeguarding Children (2010)
- The Ofsted *“Compliance, investigation and enforcement handbook”* setting out the legal background to their compliance and enforcement work and the extent of their powers. Available on the Ofsted **Website**, <http://www.ofsted.gov.uk/ciehandbook>. **Tel:** 0300 123 1231
- Local Authority Designated Office (LADO) – **Website:** <http://www3.hants.gov.uk/childrens-services/contact-cs/childrens-services-allegations.htm>. **Tel: 01962 876 364 / 01962 847005 / 07739050532** **Address:** Safeguarding Unit, Children’s Services Department, Clarendon House, Monarch Way, Winchester, SO22 5PW

As a preschool, we review this policy at least annually in line with DfE, HSCB, HCC and any other relevant guidance.

This policy was adopted at a meeting of Acorns Community Pre-School held on .....

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

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

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

# **Safeguarding and Child Protection**

## **1.3 Safeguarding Children - Child Protection Procedures**

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

This policy includes:

- Key commitment 1 – Roles and Responsibilities
- Key commitment 2 – Child Protection Procedures
- Key commitment 3 – Training and Support

This policy has additional supporting information and guidance:

- Annex 1 – Safeguarding and Child Protection Roles and Responsibilities
- Annex 2 – Overview of Safeguarding and Child Protection Procedures
- Annex 3 - Flowchart for child protection procedures
- Annex 4 - Child Protection Concerns Form
- Annex 5 - Safeguarding Recording Form
- Annex 6 – Skin Map
- Annex 7 - Dealing with disclosures including the Seven Rs
- Annex 8 – Allegations against Adults who work with Children
- Annex 9 – Briefing Sheet for Bank Staff and Volunteers
- Annex 10 - What is child abuse?
- Annex 11 - Brook sexual behaviours traffic light tool

***(This policy should be read in conjunction with the preschool's Policy 1.2 Safeguarding Children – Guidance and Information and Staff Handbook including the Code of Conduct)***

### **Policy statement**

Acorns pre-preschool will work with children, parents and the community to ensure the rights and safety of children to give them the very best start in life. Everyone in the group has a responsibility for child protection issues.

We provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities. We demonstrate our commitment to protecting children by ensuring consistent good practice across the preschool.

- 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.
- We maintain an attitude of “it could happen here” where safeguarding is concerned.
- The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our pre-preschool and to inform parents and guardians how we will safeguard their children whilst they are in our care.
- Specific guidance is available to staff within the procedure documents

We use **Gov.UK Safeguarding Children** for supporting information and guidance to bolster and implement this policy.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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

### If you think a child is at immediate risk of significant harm phone

**Hampshire Children's Services: 0300 555 1384 - Out of hours 0300 555 1373**  
**Or Police – 101 (999 if an emergency)**

Children Social Care Professional Helpline - Tel: 01329 225379

### Definitions

Within this document:

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and directors.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

### Principles and Values

- Children have a 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, either in prepreschool or in the community, taking into account *contextual safeguarding*, 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 the prepreschool will work openly with parents as far as possible, the prepreschool reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

### Procedures

We carry out the following procedures to ensure we meet three key commitments, which we use to guide us when responding to child protection concerns.

## **Key commitment 1 – Roles and Responsibilities**

Our pre-preschool is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

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.

Any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person.

Our **Designated Safeguarding Lead** (a member of senior management) who co-ordinates child protection issues is;

***Heather Page – Designated Safeguarding Lead (DSL)***

When the setting is open, but the designated person is not on site a suitably trained deputy is available at all times for staff to discuss safeguarding concerns, our deputy is;

***Karen Heaton - Designated Safeguarding Lead Deputy (Deputy DSL)***

Our designated coordinator (manager) who oversees this work is;

***Liz Gaida – Manager, supported by Jennifer Lampard – First Director***

- 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 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 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.
- 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 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).

- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are **not** required to notify their line manager 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. For childminders and childcare provided from domestic settings they will be required to notify if anyone in their household has any relevant convictions, court orders or reprimands or had registration refused or cancelled in relation to childcare provision or have had certain Orders made in relation to the care of their children in accordance with the Childcare Disqualification and Childcare Regulations 2018, and Disqualification under the Childcare Act guidance effective from 31 August 2018.
- Staff receive regular supervision, which includes 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 the employee handbook].
- 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 Any images of children are held securely and in a locked filing cabinet when not in use. 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 – Child Protection Procedures**

Our pre-preschool 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 set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014. If a child comes into the setting with an obvious new injury or bruise we have a discussion with the parents/carers about it and record it in our Existing Injuries Log and Review Book which the parents sign, this is reviewed on a regular basis by Our Lead Practitioner: Safeguarding, however we understand that children injure and bruises themselves during play and that it is a part of growing up.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware of the guiding principles, the seven R's;

- Receive
- Reassure

- Respond
- Report
- Record
- Remember
- Review

this is the framework which underpins our approach to Child Protection procedures. For full guidance see Annex 7.

### Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms – physical, emotional, sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through
  - significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting
  - non attendance of prepreschool including;
    - repeat absence
    - unexplained absence
- sudden withdrawal from 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 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 LSCB procedures, or when they come into force replacing the LSCB, we will 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 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 Children Board (or the local safeguarding partners when their published safeguarding arrangements take over from the LSCB).
- 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 preschool children on work placement, young employees or young parents. Where abuse or neglect 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 the 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/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

### *Recording suspicions of abuse and disclosures*

The recording forms necessary are Annexes to this policy:

- *Annex 4 - Child Protection Concerns Form*
- *Annex 5 - Safeguarding Recording Form*
- *Annex 6 – Skin Map*
- Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
  - listens to the child, offers reassurance to the child 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;
  - make an accurate written record that forms an objective record of the observation or disclosure that includes;
    - the date and time of the observation or disclosure;
    - the exact words spoken by the child, as far as possible;
    - the name of the person to whom the concern was reported, with date and time;
    - and the names of any other person present at the time.
  - These records are signed and dated and kept in the child’s 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 always within one working day.
- Where the Local Safeguarding Children Board or local safeguarding partners 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 Children Board.

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

- All adults follow the procedures put in place to help make a referral by Hampshire Safeguarding Children Board (HSCB).
- Information, advice and support relating to recording concerns can be accessed in our policies and procedures, displayed in the setting and at [www.hampshiresafeguardingchildrenboard.org.uk](http://www.hampshiresafeguardingchildrenboard.org.uk)  
***N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the pre-preschool to report directly to the police.***

### *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 HSCB escalation process.

- We will ensure that adults are aware of how to escalate concerns.
- We will follow local procedures published by the HSCB and/or safeguarding partners to resolve professional disputes.

### *Informing parents*

- Parents are normally the first point of contact. Concerns are normally 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 circumstances police, where necessary.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Hampshire Safeguarding Children Board (HSCB)/ Local Safeguarding Partners does not allow this if there are situations where this may not be possible or appropriate, for example, where it is believed that the child may be placed in greater danger.
- This will usually be in 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 and multi-agency working*

- We work within the Local Safeguarding Children Board (LSCB) /Local Safeguarding Partners guidelines.
- We have a copy of 'What to do if you are worried a child is being abused' available for parents and staff, and ensure all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority on 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 pre-preschool and children's social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident, and any changes in our arrangements which may affect the wellbeing of children 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) contacts 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: *Full contact details are at the end of this policy.*
- 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 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. 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.
- **See Flowchart for procedure. ([policies/flowchart/allegations/Jan 2013](#))**

### *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.

### *Allegations against other children or learners*

We acknowledge that abuse of children can take different forms and can be instigated by different age groups.

When a concern is raised, it will be dealt with confidentially and on an individual basis. We would follow the same procedures outlined in this policy and will work with relevant agencies including the learner's educational provider where appropriate.

## **Key commitment 3 – Training and Support**

Our pre-preschool is 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 familial 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.
- Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, 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 that they develop understanding of why and how to keep safe.
- We create within the pre-preschool a culture of value and respect for individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### *Confidentiality*

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

### *Support to families*

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We 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 out by the child's social care worker in relation to the pre-school's designated role and tasks in supporting the child and the 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 (LSCB).

***This policy is based on PLA Safeguarding children, young people and vulnerable adults policy. Definitions and Annexes are based on Hampshire County Model Child Protection Procedure and Guidance – June 2018.***

### **Full Contact Details for Outside Agencies**

*Ofsted* - Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Tel: **0300 123 1231**

*Local Authority Designated Officer (LADO)* – Mark Blackwell/ Barbara Piddington – **01962 876 364 / 01962847005 / 07739050532**

[www3.hants.gov.uk/children-services/contact-cs/childrens-services-allegations.htm](http://www3.hants.gov.uk/children-services/contact-cs/childrens-services-allegations.htm)

LADO Notification/Referral Form for Allegations or Concerns about a person working with children can be found

<http://www3.hants.gov.uk/childrens-services/childcare/providers/safeguarding-earlyyears.htm>

*Childrens Social Care (Hants Direct) part of HSCB*

**If you think a child is at immediate risk of significant harm phone**

**Hampshire Children's Services: 0300 555 1384 - Out of hours 0300 555 1373**

**Or Police – 101 (999 if an emergency)**

Children Social Care Professional Helpline – Children's Reception Team (CRT) - Tel: 01329 225379

*Local Safeguarding Children Board (LSCB)* is Hampshire Safeguarding Children Board (HSCB)

For general enquiries please phone: **01962 876230** or email: [hscb@hants.gov.uk](mailto:hscb@hants.gov.uk)

*NSPCC*

Tel – 0800 800 5000

Txt – 88858

E-mail – [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Online – [nspcc.org.uk/reportconcern](http://nspcc.org.uk/reportconcern)

### **Legal framework**

*Primary legislation*

- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)
- The Protection of Children Act (1999)
- General Data Protection Regulations (GDPR) (2018)
- Safeguarding Vulnerable Groups Act (2006)
- Children, Schools and Families Act (2010)
- Counter-Terrorism and Security Act (2015)

- Children and Social Work Act 2017
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

*Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2006)
- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)
- Freedom of Information Act (2000)
- Protection from Harassment Act (1977)
- Public Interest Disclosure Act (1998)

**Further guidance**

- **Gov.UK Safeguarding Children** <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance>
- Working Together to Safeguard Children (revised HMG 2018)
- What to Do if You Are Worried a Child is Being Abused (HMG 2006)
- 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 2007)
- Information sharing: Advice for Practitioners and Managers (DFE 2018)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)
- Prevent Duty – Department of Education - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

**Other useful information:**

- Safeguarding Children (2010)
- The Ofsted “*Compliance, investigation and enforcement handbook*” setting out the legal background to their compliance and enforcement work and the extent of their powers. Available on the Ofsted **Website**, <http://www.ofsted.gov.uk/ciehandbook>. **Tel:** 0300 123 1231
- Local Authority Designated Office (LADO) – **Website:** <http://www3.hants.gov.uk/childrens-services/contact-cs/childrens-services-allegations.htm>. **Tel: 01962 876 364 / 01962 847005 / 07739050532** **Address:** Safeguarding Unit, Children’s Services Department, Clarendon House, Monarch Way, Winchester, SO22 5PW

This policy was adopted at a meeting of Acorns Community Pre-Preschool held on.....

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

## Safeguarding and Welfare Requirement: Child Protection

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

# Safeguarding and Child Protection

## **1.4 Prevent Duty and British Values- Safeguarding children and child protection**

### Policy statement

Acorns pre-school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Acorns pre-school will work with children, parents and the community to ensure the rights and safety of children to give them the very best start in life. Everyone in the group has a responsibility for child protection issues.

The Prevent Duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

- Radicalisation is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic or social conditions, insinuations or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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

It is important to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, following the appropriate procedures for recording and passing on information. Acorns have the responsibility to meet the following

- Provide staff with sufficient training to be fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and be aware of the process of radicalisation and how this might be identified early
- Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The key person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS)
- Take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life
- Be aware of how settings can provide support to help families and children to be resilient and able to resist involvement in radical or extreme activities
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- Understand when to make referrals and where to get additional advice and support
- Work in partnership with our LSCB and Hampshire County Council Children's Services for guidance and support
- Support children's personal, social and emotional development by helping children develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- Ensure children learn right from wrong, interact and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way)

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics.

We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. We are in receipt of public funding we also have a public sector equality duty to:

- Eliminate unlawful discrimination, harassment or victimisation
- Advance equality of opportunity between people who share a protected characteristic, and those who do not
- Foster good relations between people who share a protected characteristic, and those who do not
- Publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

## **British Values**

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value others' views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development.

As part of the focus on managing feelings and behaviour:

- Staff ensure children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional Development and Understanding the World:

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional Development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
- A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

#### **What is not acceptable:**

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregate girls and boys
- Isolating children from their wider community
- Failure to challenge behaviours (whether staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

#### **Full Contact Details for Outside Agencies**

##### Ofsted

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

##### Hampshire and Isle of Wight Prevent Partnership Board

Children: **0300 555 1384**    Adults: **0300 555 1386**

#### **Emergency Contacts and Hotlines**

For High risk Prevent enquiries / emergencies Tel: **999**

For low risk / non-emergencies Tel: **101** and ask for the Local Policing Team

The Anti-terrorism Hotline    Tel: **0800 789 321**.  
 Crime Stoppers:                    Tel: **0800 555 111**

**The Department for Education** has dedicated a **telephone helpline (020 7340 7264)** to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to **counter.extremism@education.gsi.gov.uk**. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

#### **Legal framework** *Primary legislation*

- Counter-Terrorism and Security Act (2015)
- Equality Act 2010
- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)
- The Protection of Children Act (1999)
- Data Protection Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- Children, Schools and Families Act (2010)

*Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)
- Freedom of Information Act (2000)
- Protection from Harassment Act (1977)
- Public Interest Disclosure Act (1998)

**Further guidance**

- Prevent Duty
- Working Together to Safeguard Children (revised HMG 2006 – under revision 2012)
- What to Do if You Are Worried a Child is Being Abused (HMG 2006)
- 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 2007)
- Information sharing: Guidance for Practitioners and Managers (HMG2008) (HMG2006)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

**Other useful information:**

- Safeguarding Children (2010)
- Channel Duty Guidance: Protecting Vulnerable People from Being Drawn into Terrorism (HMG 2015)
- Prevent Duty Guidance: For England and Wales (HMG Revised July 2015)
- Promoting Fundamental British Values as part of SMSC in Schools (Dept of Education 2014)
- How Social Media is used to encourage travel to Syria and Iraq – Briefing Note for Schools (Dept of Education)
- Prevent Duty Preschool Learning Alliance Mini Guide
- Early Years Guidance to inform policies in response to the Prevent Duty (Somerset County Council January 2016)

This policy was adopted at a meeting of Acorns Community Pre-School held on .....

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

**Safeguarding and Welfare Requirement: Children Protection**  
*Providers must have and implement a policy, and procedures, to safeguard children.*

## **Safeguarding and Child Protection**

### **1.5 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 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 these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives, as foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

#### *Principles*

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. [We/I] 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 pre-school is taken into care and is cared for by a local foster carer we will continue to offer a 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 partner 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 before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The pre-school 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 pre-school without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
  - the child's emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - the child's sense of self, culture, language/s and identity – how this is to be supported;
  - the child's need for sociability and friendship;
  - the child's interests and abilities and possible learning journey pathway; and
  - how any special needs will be supported.
- In addition the care plan will also consider:

- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for the supervised contact. If this is to be the pre-school, 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 the planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the pre-school's activities that include parents, such as outings, fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
  - In the first two weeks after the 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 pre-school's safeguarding children procedure.
  - Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
  - Transition to school will be handled sensitively. 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 child's social worker as detailed in the care plan.

## **Legal framework**

### *Primary legislation*

- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)
- The Protection of Children Act (1999)
- GDPR (2018)
- Safeguarding Vulnerable Groups Act (2006)

### Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)
- Children, Schools and Families Act (2010)

### 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 (DfEE 2005)
- Supporting Looked After Learners – A Practical Guide for School Governors (DfEE 2006)

This policy was adopted at a meeting of Acorns Community Pre-School held on .....

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

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

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

## **Safeguarding and Child Protection**

### **1.6 Uncollected child**

#### **Policy statement**

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

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

#### **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**

- Parents of children starting at pre-school 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's or a 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 pre-school, 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.
  - Once registered each child has a unique Password allocated – this is shared only with the person who has parental responsibility.
- 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. This is recorded in our Daily Register.
- 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 the child. We agree with parents how to verify the identity of the person who is to collect their child, with the help of our password system.
- 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 procedures. We provide parents with our contact telephone number.
- If a child is not collected at the end of the session/day, we follow the procedures below:
  - The Daily Register is checked for any information about changes, or delays 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 pre-school – 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 and in the Daily Register.
  - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, [we/I] apply the procedures for uncollected children.
  - If we have any cause to believe the child has been abandoned [we/I] contact the local authority children's social care team:
  - If the children's social care team is unavailable, or as our local authority advise, we will contact the local police.
  - We contact our local authority children's social care team:

Deputy Social Worker available on Telephone number - **0300 555 1384 (Out of hours 0300 555 1373)**

Children Social Care Professional Helpline - Tel: 01329225379

- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at pre-school in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.

- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
  - Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
  - [We/I] ensure that the child is not anxious and [we/I] do not discuss [our/my] 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 by our staff.
  - Ofsted may be informed, telephone number - **0300 123 1231**

**Legal framework**

Primary Legislation

- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)

**Secondary Legislation**

- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)

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

- Safeguarding Children (2010)

This policy was adopted at a meeting of Acorns Community Pre-School held on.....  
 Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....  
 Role of signatory (e.g. chair/owner):.....

**Safeguarding and Welfare Requirement: Child Protection**

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

## Child Protection

### 1.7 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.

**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

### *Child going missing on the premises*

- As soon as it is noticed that a child is missing, [the child's key person/the relevant member of staff] alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- The setting leader 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 setting leader 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 setting leader talks to our staff to find out when and where the child was last seen and records this.
- The setting leader contacts our [chair, director or owner] and reports the incident. Our Directors comes to the provision immediately to carry out an investigation, with our management team where appropriate.

### *Child going missing on an outing*

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

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

The procedures are:

- 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 manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our 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 manager 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.
- Our manager contacts our Directors and reports the incident. Our Directors comes to our premises immediately to carry out an investigation, with our management team (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.
- Our Directors, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with a representative of our management team 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 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. Pre-school supervisors need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the pre-school leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the pre-school supervisor and the other should be the first director of the management team or representative. 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 final outcome, the staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a difficult time. The first director will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

### **Legal framework**

#### Primary Legislation

- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)

#### Secondary Legislation

- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)
- Sexual Offences Act (2003)

### **Other useful information:**

Contacting Emergency Services Procedure following this policy.

This policy was adopted at a meeting of Acorns Community Pre-School held on.....

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

## Safeguarding and Welfare Requirement: Information and Records

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

### E-Safety

#### 1.8 Online safety (inc. 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

##### EYFS key themes and commitments

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

##### Procedures

Our Senior Designated Person for Safeguarding responsible for co-ordinating action taken to protect children is: **Heather Page**

Supported by Registered Person: **Liz Gaida**

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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 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*

- 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 a locker until the parent collects them at the end of the session.

#### *Mobile phones – staff and visitors*

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in a locker.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- 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 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 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 of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, 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 manager.
- 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 manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

#### *Electronic learning journals for recording children's progress*

- Managers seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

#### *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).

Annex 1 - A toolkit for Early Years Settings – Online Safety (South West Grid for Learning September 2017)  
[www.swgfl.org.uk](http://www.swgfl.org.uk)

#### **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/)

#### **Legal framework**

##### *Primary legislation*

- The Children Act (2004)
- Children and Families Act (2014)
- The Protection of Children Act (1999)
- Data Protection Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- Human Rights Act 1998
- Malicious Communications Act (1988)

##### *Secondary legislation*

- The United Nations Convention on the Rights of the Child

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Health and Safety at Work (1974)
- Protection from Harassment Act (1997)
- Public Interest Disclosure Act (1998)
- Children, Schools and Families Act (2010)
- Freedom of Information Act (2000)
- Health and safety (Display Screen Equipment) Regulations (1992)

**Further guidance**

- Working Together to Safeguard Children (revised HMG 2006 – under revision 2012)
- What to Do if You Are Worried a Child is Being Abused (HMG 2006)
- 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 2007)
- Information sharing: Guidance for Practitioners and Managers (HMG2008) (HMG2006)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)
- Principle Eight of the GTC Code of Practice  
[http://dera.ioe.ac.uk/11660/2/code\\_of\\_conduct\\_1009.pdf](http://dera.ioe.ac.uk/11660/2/code_of_conduct_1009.pdf) 3.

**Other useful information available from:**

- *Child and Exploitation Online Protection Centre – free to all settings and available from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)*
- CEOP Hectors World [http://www.thinkuknow.co.uk/5\\_7/hectorsworld/](http://www.thinkuknow.co.uk/5_7/hectorsworld/)

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Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

**Safeguarding and Welfare Requirement: Information and Records**

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

**Information and Records**

**1.9 Acceptable Use Policy**

**Policy statement**

We recognise the increasing importance of access to information and communication technology (ICT) systems, the acceptable use of these is of paramount importance.

The Acceptable Use Policy (AUP) will apply to all individuals who have access to and/or are users of work-related technology systems. This includes children, parents and carers, all Acorns Community Preschool staff, volunteers, students, directors and visitors. This list is not exhaustive.

*The Acceptable Use Policy (AUP) will aim to:*

- safeguard children by promoting appropriate and acceptable use of information and communication technology (ICT).
- outline the roles and responsibilities of all individuals who are to have access to and/or be users of, work-related ICT systems.
- ensure all ICT users have an acute awareness of risk, a clear understanding of what constitutes misuse and the sanctions that may be applied.
- ensure where applicable parents, carers and other agencies, will be informed of any incidents of inappropriate use of ICT that takes place on-site, and, where known, off-site.

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

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

### **Roles, Responsibilities and Acceptable Use**

**Registered person** will have overall responsibility for ensuring online safety which is considered an integral part of everyday safeguarding practice. This will include ensuring:

- early years practitioners and their managers will receive the appropriate training, guidance, time and resources to effectively implement online safety policies and procedures.
- clear and rigorous policies and procedures are to be applied to the use/non-use of personal ICT equipment by all individuals who affect or come into contact with the early years setting. Such policies and procedures are to include the personal use of work-related resources.
- the AUP is to be implemented, monitored and reviewed regularly, and for ensuring all updates are to be shared with relevant individuals at the earliest opportunity.
- monitoring procedures are to be open and transparent.
- allegations of misuse or known incidents are to be dealt with appropriately and promptly, in line with agreed procedures, and in liaison with other agencies, where applicable.
- effective online safeguarding support systems are to be put in place, for example, filtering controls, secure networks and virus protection.

The **Registered Person** is Liz Gaida

### **Senior Designated Person for Safeguarding (SDPS)**

The SDPS must be a member from the management team how has relevant, current and practical knowledge of safeguarding, child protection and online safety. Access to an individual holding this role should be available at all times, including where necessary the use of a designated deputy.

The SDPS will be responsible for ensuring:

- agreed policies and procedures are to be implemented in practice on a daily basis, monitored and reviewed regularly.
- all updates, issues and concerns are to be communicated to all ICT users.
- the importance of online safety in relation to safeguarding is to be understood by all ICT users.
- Training, learning and development requirements of early years practitioners and their managers are to be monitored and additional training needs identified and provided for including effective training and online safety advice. This should include advisory support to children, students, parents and carers as necessary.
- an appropriate level of authorisation is to be given to ICT users. Not all levels of authorisation will be the same depending on the position, work role and experience of the individual concerned. In some instances, explicit individual authorisation must be obtained for specific activities where deemed appropriate.
- any concerns and incidents are to be reported in a timely manner in line with agreed procedures.
- receipt, recording, monitoring and filing of reports, should a potentially unsafe or inappropriate online incident occur. This must include the creation of an incident log to be used to inform future online safety practice.
- the learning and development plans of children online safety.
- a safe ICT learning environment including the use of technology is promoted and maintained.

**The Senior Designated Person for Safeguarding is Heather Page**

**The Deputy Designated Person for Safeguarding is Karen Heaton**

**Practitioners and their managers** will ensure:

- the timely reporting of concerns in relation to alleged misuse or known incidents, subject to agreed procedures.
- ICT equipment is to be checked before use and all relevant security systems judged to be operational.
- awareness will be raised of any new or potential issues, and any risks which could be encountered as a result.
- children are to be supported and protected in their use of online technologies, enabling them to use ICT in a safe and responsible manner.
- online safety information is to be presented to children as appropriate for their age and stage of development.
- children are encouraged to be aware of how to recognise and report a concern.
- all relevant policies and procedures are to be adhered to at all times and training undertaken as is to be required.

**Children** should be encouraged to:

- be active, independent and responsible learners, whose views and experiences will contribute as appropriate to policy and review.

- Abide to our Acceptable Use Rules for Children.
- Report any concerns to a trusted adult.

**Parents and carers** should be aware that:

- Parents and carers should be encouraged to sign Acceptable Use Agreements and to share responsibility for their actions and behaviours.
- A copy of the Acceptable Agreement should be provided to parents and carers on enrolment of their child at Acorns. This will be reviewed regularly. It is an expectation that parents and carers will explain and discuss the AUA with their child to ensure that it is understood. Records of all signed should be kept on file.
- Should parents or carers wish to use personal technologies (such as cameras) within the setting environment, practices must be in line with the setting policies.

**Acceptable Use by Early years practitioners and their managers and volunteers** will enable individuals to use work-based online technologies:

- to access on-line learning journey (Tapestry)
- to access age appropriate resources for children
- for research and information purposes
- for training and study support
- for recording data when applicable

All practitioners, their managers and volunteers will be subject to authorised use as agreed as agreed by the Senior Designated Person for Safeguarding (SDPS)

All computers and related equipment are to be locked when unattended to prevent unauthorised access.

All early years practitioners, their managers and volunteers should be provided with a copy of the Acceptable Use Policy and a copy of the Acceptable Use Agreement, which they must sign, date and return. A signed copy is to be kept on file.

Authorised users should have their own individual password to access a filtered internet service provider. Users are not generally permitted to disclose their password to others, unless required to do so by law or where requested to do so by the Senior Designated Person for Safeguarding. All devices computers and related equipment that can access personal data should be locked when unattended to prevent unauthorised access.

**ICT users must have strong passwords**, for example, an impersonal combination of numbers, symbols and lower/upper case letters.

The use of personal technologies will be subject to the authorisation of the Senior Designated Person for Safeguarding, and such use will be open to scrutiny, monitoring and review.

**In the event of misuse by early years practitioners or their managers or volunteers.**

In the event of an allegation for misuse by a practitioner, manager or volunteer, a report should be made to the Senior Designated Person for Safeguarding and/or the registered person immediately, as relevant. Should the allegation be made against the Senior Designated Person for Safeguarding, a report should be made to Director and the registered person. Procedures should be followed as appropriate, in line with the

ICT Online Safety Policy 1.8 and Annex 1 Online Safety a Toolkit for the Early Year Foundation Stage (SWGfL). Should allegations relate to abuse or unlawful activity, Children's Social Care, the Local Authority Designated Officer, Ofsted and/or the Police should be notified as applicable.

**Acceptable use rules for children** are to be used:

- to inform children of the appropriate behaviours expected to ensure online safety:
- to help children be informed of the behaviours which will be deemed unacceptable.
- to allow children to take some degree of responsibility for their own actions.
- to help children become aware of the potential risks associated with misuse and the sanctions which will be applied, where necessary.
- shared and agreed with children and will be displayed as a reminder.

### **In the event of misuse by children**

Should a child be found to inappropriately misuse ICT the following sanctions will be applied:

**Step 1:** Should it be considered that a child has deliberately misused ICT by not adhering to the Acceptable Use Agreement, parent or carer will be verbally informed and a letter sent outlining the issue. The child may be temporarily suspended from a particular activity.

**Step 2:** If there are further incidents of misuse, the child will be suspended from using the internet or other relevant technology for an increased period of time. The parent or carer will be invited to discuss the incident in more detail with a senior manager and the most appropriate course of action will be agreed.

**Step 3:** The sanctions for misuse can be escalated at any stage, should it be considered necessary. In the event that misuse is deemed to be of a serious nature, steps 1 and 2 can be omitted. Should a child be considered to be at risk of significant harm, the Safeguarding Policy must also be applied. Allegations of serious misuse will be reported to the most appropriate agency, for example, the Police or Children's Social Care.

In the event that a child should accidentally access inappropriate material, it must be reported to an adult immediately. Appropriate action will be taken to hide or minimise the window. The computer will not be switched off nor will the page be closed, as it may be necessary to refer to the site during investigations to allow effective filters to be put in place to prevent further inadvertent access.

### **Acceptable use by visitors, contractors and others**

All guidelines in respect of acceptable use of technologies must be adhered to by any visitors or contractors.

### **Legal framework**

#### *Primary legislation*

- The Children Act (2004)
- Children and Families Act (2014)
- The Protection of Children Act (1999)
- General Data Protection Regulation (GDPR 2018)
- Safeguarding Vulnerable Groups Act (2006)
- Human Rights Act 1998
- Malicious Communications Act (1988)
- Freedom of Information Act (2000)

#### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Health and Safety at Work (1974)

- Protection from Harassment Act (1997)
- Public Interest Disclosure Act (1998)
- The United Nations Convention on the Rights of the Child

**Further guidance**

- A toolkit for Early Years Settings – Online Safety (South West Grid for Learning 2018) [www.swgfl.org.uk](http://www.swgfl.org.uk)
- Working Together to Safeguard Children (revised HMG 2018)
- What to Do if You Are Worried a Child is Being Abused (HMG 2006)
- 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 2007)
- Information sharing: Guidance for Practitioners and Managers (DfE 2018)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)
- Prevent Duty

This policy was adopted at a meeting of Acorns Community Pre-School held on .....

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....

**Safeguarding and Welfare Requirement: Child Protection**

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

**Safeguarding and Child Protection**

**1.10 Confidentiality and Social Networking**

**Policy statement**

In our pre-school, staff, Directors and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our pre-school.

We recognise that many individuals use the internet for personal purposes and that they may participate in social networking or set up ‘blogs’. Whilst we appreciate that individuals are free to use it in this way, they must ensure that they do not breach the law or disclose anything that could be considered confidential information by Acorns Community Pre-School.

**EYFS key themes and commitments**

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

We recognise that social media, professional networking sites, rapid-fire communications, blog sites and personal web sites are all useful technologies; however, we also recognise that no information posted on the internet is totally secure. Directors, management, staff, volunteers and students are encouraged to use 'good judgement' when posting material on-line.

### **'Good Judgement' Guidelines**

We encourage directors, management, staff, volunteers and students to maintain a professional attitude when using social media technologies, especially with matters relating to the setting. Following are some guidelines which can be used to help foster a healthy and respectful attitude when using social networking technologies.

- Remember that the security of information posted on-line can not be guaranteed.
- Remember that if you do not want the information to be made public consider very carefully the medium with which you communicate.
- Remember even though you may think you are anonymous or use an alias, you could still be recognised.
- Be aware that some information, images/videos may be perceived as inappropriate for a childcare professional or someone involved in the setting's management.
- Consider the possibility of negative consequences once information, images/videos has been posted on-line.
- Be aware that having families of children currently attending the setting and their friends as "friends" is not considered 'good practice' for those involved in childcare.

### **Procedures for individuals**

- All individuals should be aware that they are responsible for reading and adhering to the terms of service of all the social networking sites they use.
- Adding children, parents and carers as 'friends' to a social networking site should be avoided.
- Guidelines indicate that using restricted viewing i.e. from confirmed "friends" is considered to be 'best practice'.
- Any material posted on-line with reference to 'Acorns Community Pre-School' by directors, management, staff, volunteers or students is the responsibility of the poster.
- Posts should not be made in reference to the children in our care, their parents/carers, directors, management, staff, volunteers or students or other professionals that may have contact with the setting.
- Posts should not be made in reference to any information that is seen as specific to the running of the setting i.e. financial information, occupancy, staffing.
- All individuals should ensure that the use of such sites will not compromise professional integrity or bring the early years setting into disrepute.
- Images/videos or other material published should not identify the setting or children.
- Images/videos of directors, management, staff, volunteers or students should not be used without the express permission of any individuals concerned.
- Any individual found to have posted remarks, or comments that breach confidentiality, can be interpreted as cyber bullying and/or are deemed to be of a detrimental nature to the

reputation of the setting, directors, management, staff, children or families will be expected to take responsibility for their actions.

- Breach of confidentiality by directors, management, staff, volunteers and students can lead to some form of disciplinary action up to and including termination of employment. Disciplinary procedures are laid out in the 'Staff Handbook'.
- All individuals should be aware that using social networking sites is limited to outside normal working hours.

## **Procedures for the setting**

- Pre-School technology assets including computers, internet access, e-mail etc are intended for the managing and running the setting on a daily basis; gaining information to support training and for staff to acquire knowledge to assist the continuous development of the Pre-School.
- Directors, management and supervisors have to be aware of standards and procedures adopted by the setting with relation to social networking.

## **Legal framework**

### **Primary legislation**

- General Data Protection Regulations (2018)
- Human Rights Act (1998)
- Malicious Communications Act (1988)
- Freedom of Information Act (2000)
- Safeguarding Vulnerable Groups Act (2006)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Protection from Harassment Act (1977)

### **Secondary legislation**

- Children's Act (2004)
- Children and Families Act (2014)
- Equalities Act (2010)
- The United Nations Convention on the Rights of the Child
- Health and Safety at Work (1974)
- The United Nations Convention on the Rights
- The Protection of Children Act (1999)
- Children, Schools and Families Act (2010)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Public Interest Disclosure Act (1998)

## **Further guidance**

- Information Sharing: Guidance for Practitioners and Manager (DCSF 2008)

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Signed on behalf of the management team:.....

Name of signatory: .....

Role of signatory (e.g. chair/owner):.....



