



## **06 Safeguarding children, young people and vulnerable adults policy**

Alongside associated procedures in 06.1-06.12 Safeguarding children, young people and vulnerable adults, this policy was adopted by *Acorns Community Preschool* on *May 2022 (Date)*.

**Designated Safeguarding Lead: Heather Page, Supervisor**

Safeguarding Team

**Deputy Designated Safeguarding Lead: Karen Heaton, Supervisor**

**Additional Safeguarding Support: Becca Toop, Deputy Supervisor**

**Director & Administrative Safeguarding Support: Liz Gaida, Manager**

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult's right to be '*strong, resilient and listened to*' at the heart of all our activities.

Acorn's Community Preschool 'three key commitments' are broad statements against which policies and procedures across the organisation will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided. The three key commitments are:

1. Acorn's Community Preschool is committed to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.
2. Acorn's Community Preschool is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in '*What to do if you are worried a child is being abused*' (HMG 2015) and '*No Secrets (updated by the Care Act 2014) and Working Together 2018*.'
3. Acorn's Community Preschool is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people, and vulnerable adults, through its curriculum, promoting their right to be '*strong, resilient and listened to*'.

NB: A 'young person' is defined as 16–19-year-old. In an early years setting, they may be a student, worker, or parent.

A 'vulnerable adult' (see guidance to the Care Act 2014) as: *'a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'*. In early years, this person may be a service user, parent of a service user, or a volunteer.

### **Key Commitment 1**

- We have a Designated Safeguarding Lead who is responsible for carrying out and monitoring child, young person, or adult protection procedures.
- The Designated Safeguarding Lead reports to the board of Directors who are responsible for overseeing all child, young person or adult protection matters, led by the Director & Administrative Safeguarding Support.
- The Designated Safeguarding Lead works with the Safeguarding Team ensure they have links with statutory and voluntary organisations regarding safeguarding children.
- The Designated Safeguarding Lead works with the Safeguarding Team ensure they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
- The Designated Safeguarding Lead works with the Safeguarding Team to ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
- The Designated Safeguarding Lead works with the Safeguarding Team to ensure that staff are aware and receive training in social factors affecting children's vulnerability including
  - social exclusion
  - domestic violence and controlling or coercive behaviour
  - mental illness
  - drug and alcohol abuse (substance misuse)
  - parental learning disability
  - radicalisation

- The Designated Safeguarding Lead works with Safeguarding Team to ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
  - abuse of disabled children
  - fabricated or induced illness
  - child abuse linked to spirit possession
  - sexually exploited children
  - children who are trafficked and/or exploited
  - female genital mutilation
  - extra-familial abuse and threats
  - children involved in violent offending, with gangs and county lines.
- The Designated Safeguarding Lead works with Safeguarding Team to ensure they are adequately informed in vulnerable adult protection matters.

## **Key Commitment 2**

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting possible abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and Designated persons should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.

- There are procedures in place in relation to escalating concerns and professional challenge.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.
- We follow government and LSCB guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

### **Key Commitment 3**

- All staff receive adequate training in child protection matters and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient, and listened to*.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.

### **Legal references**

#### *Primary legislation*

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

*Policies & Procedures for the EYFS 2021 – 06 Safeguarding children, young people and vulnerable adults – November 2021*

Children and Social Work Act 2017  
Safeguarding Vulnerable Groups Act 2006  
Counter-Terrorism and Security Act 2015  
General Data Protection Regulation 2018  
Data Protection Act 2018  
Modern Slavery Act 2015  
Sexual Offences Act 2003  
Serious Crime Act 2015  
Criminal Justice and Court Services Act (2000)  
Human Rights Act (1998)  
Equalities Act (2006)  
Equalities Act (2010)  
Disability Discrimination Act (1995)  
Data Protection Act (2018)  
Freedom of Information Act (2000)

### **Further Guidance**

Working Together to Safeguard Children (HMG 2018)  
Statutory Framework for the Early Years Foundation Stage 2021  
What to Do if You're Worried a Child is Being Abused (HMG 2015)  
Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)  
Keeping Children Safe in Education 2018  
Education Inspection Framework (Ofsted 2019)  
The framework for the assessment of children in need and their families (DoH 2000)  
The Common Assessment Framework (2006)  
Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

### **Further guidance**

Information sharing advice for safeguarding practitioners (DfE 2018)

*Policies & Procedures for the EYFS 2021 – 06 Safeguarding children, young people and vulnerable adults  
– November 2021*

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.01 Responding to safeguarding or child protection concerns (including Whistleblowing)

**Designated Safeguarding Lead (DSL): Heather Page, Supervisor**

Safeguarding Team

**Deputy Designated Safeguarding Lead: Karen Heaton, Supervisor**

**Additional Safeguarding Support: Becca Toop, Deputy Supervisor**

**Director & Administrative Safeguarding Support: Liz Gaida, Manager**

Staff remain alert (as per this procedure) to signs of neglect and child protection concerns, including resulting from extraordinary circumstances, such as during the Covid-19 pandemic when measures were taken to curb the spread of the virus.

#### **Safeguarding roles**

- All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the designated person or a named back-up designated person.
- The DSL supported by the Safeguarding Team are responsible for co-ordinating action taken by the setting to safeguard vulnerable children and adults.
- All concerns about the welfare of children in the setting should be reported to the DSL or the Deputy DSL
- The DSL ensure that all practitioners are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The setting should not operate without an identified DSL at any time.
- The line manager of the DSL person is the Directors, led by Director & Administrative Safeguarding Support.

- The DSL informs the Directors, led by Director & Administrative Safeguarding Support, about serious concerns as soon as they arise and agree the action to be taken, seeking further clarification if there are any doubts that the issue is safeguarding.
- If it is not possible to contact the Directors, led by Director & Administrative Safeguarding Support, action to safeguard the child is taken first and the Directors, led by Director & Administrative Safeguarding Support, are informed later. If the Directors, led by Director & Administrative Safeguarding Support, is unavailable advice is sought.
- Issues which may require notifying to Ofsted are notified to the Directors, led by Director & Administrative Safeguarding Support, to make a decision regarding notification. The DSL must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR the Directors, led by Director & Administrative Safeguarding Support, immediately seeks guidance from outside agencies. There continues to be a requirement that the Directors, led by Director & Administrative Safeguarding Support, follows legislative requirements in relation to reporting to RIDDOR. This is fully addressed in section 01 Health and Safety procedures.
- All settings follow procedures of their HSCP for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistle-blowing and escalation.

### **Responding to marks or injuries observed**

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.
- The member of staff advises the DSL as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the DSL decides the course of action to be taken after reviewing 06.1a Child Welfare and Protection Summary and Completed Safeguarding Incident Report Form and 06.1b Safeguarding Incident Reporting Form.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the DSL.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the DSL decides the course of action required and 06.1a Child Welfare and Protection Summary and Completed Safeguarding Incident Report Form and 06.1b Safeguarding Incident Reporting Form, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the DSL.

- If there is no cause for further concern, a record is made in the Accident Record, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the setting, this is raised with the DSL.
- The parent/carer is advised at the earliest opportunity.
- If the parent believes that the injury was caused at the setting this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child's personal file.

### **Responding to the signs and symptoms of abuse**

- Concerns about the welfare of a child are discussed with the DSL without delay.
- A written record is made of the concern on 06.1b Safeguarding Incident Reporting Form as soon as possible.
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day.

### **Responding to a disclosure by a child**

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.
- The practitioner listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying *'tell me more about that'* or *'show me again'*.
- After the initial disclosure, staff speak immediately to the DSL. They do not further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.
- When recording a child's disclosure on 06.1b Safeguarding Incident Reporting Form, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

### **Decision making (all categories of abuse)**

- The DSL makes a professional judgement about referring to other agencies, including Social Care using the Hampshire Safeguarding Children Partnership (HSCP) threshold document:
  - Level 1: Child's needs are being met. Universal support.
  - Level 2: Universal Plus. Additional professional support is needed to meet child's needs.

- Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
- Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff are alert to indicators that a family may benefit from early help services and should discuss this with the DSL, also completing 06.1b Safeguarding Incident Reporting Form if they have not already done so.

### **Seeking consent from parents/carers to share information before making a referral for early help (Tier 2/3\*)**

Parents are made aware of the setting's Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the DSL must always seek consent from the child's parents to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to over-ride a parental decision to withhold consent.
- If a parent withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

*\*Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.*

### **Informing parents when making a child protection referral**

In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the DSL contacts the parents (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage

- contacting the parent puts another person at risk; situations where one parent may be at risk of harm, e.g. domestic abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made

The DSL makes a professional judgment regarding whether consent (from a parent) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the Directors and outside agencies.

### **Referring**

- The DSL or the Deputy follows their HSCP procedures for making a referral.
- If the DSL or the Deputy is not on site, the most senior member of staff present takes responsibility for making the referral to social care.
- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.
- If the child is 'safe' because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting's Directors for support.
- Arrangements for cover (as above) when the DSL and Deputy are not on-site are agreed in advance by the setting manager and clearly communicated to all staff.

### **Further recording**

- Information is recorded using **06.1b Safeguarding Incident Reporting Form**, and a short summary entered on **06.1a Child Welfare and Protection Summary and Completed Safeguarding Incident Report Form**. Discussion with parents and any further discussion with social care is recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- If a referral was made, copies of all documents are kept and stored securely and confidentially (including copies in the child's safeguarding file).
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on **06.1b Safeguarding Incident Reporting Form**, as above.
- The referral is recorded on **06.1a Child Welfare and Protection Summary and Completed Safeguarding Incident Report Form**.

- Follow up phone calls to or from social care are recorded in the child's file; with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date and made available for confidential access by the Directors, led by Director & Administrative Safeguarding Support to allow continuity of support during closures or holiday periods.

### **Reporting a serious child protection incident using 06.1c Confidential safeguarding incident report form**

- The DSL is responsible for reporting to the Directors, led by Director & Administrative Safeguarding Support, and seeking advice if required prior to making a referral as described above.
- For child protection concerns at Tier 3 and 4\*\* it will be necessary for the DSL to complete **06.1c Confidential safeguarding incident report form** and send it to the Directors, led by Director & Administrative Safeguarding Support.
- Further briefings are sent to the Directors, led by Director & Administrative Safeguarding Support when updates are received until the issue is concluded.

\*\* Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. Tier 4: Children in acute need, who are suffering or are likely to suffer significant harm.

### **Professional disagreement/escalation process**

- If a practitioner disagrees with a decision made by the DSL not to make a referral to social care they must initially discuss and try to resolve it with them.
- If the disagreement cannot be resolved with the DSL and the practitioner continues to feel a safeguarding referral is required then they discuss this with the Directors, led by Director & Administrative Safeguarding Support.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns but this must not delay making safeguarding referrals.

### **Whistleblowing**

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed

- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- a miscarriage of justice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged;
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with the DSL.
2. Staff who are unable to raise the issue with the DSL should raise the issue with the Deputy DSL.
3. If staff are still concerned after the investigation, or the matter is so serious that they cannot discuss it with a line manager, they should raise the matter with the Directors, led by Director & Administrative Safeguarding Support. Liz Gaida or any Directors.

Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, the NSPCC have introduced a whistleblowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded

### Peer on Peer Abuse

All staff are aware that children can be vulnerable to abuse by their peers and we have zero tolerance to such abuse. We take it as seriously as abuse by adults and follow the same child protection procedures for all incidents of abuse.

We understand that peer on peer abuse can happen both inside and outside of preschool, school or college and online. Through training staff are aware that it is important to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their setting it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the designated safeguarding lead.

We recognise it is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer-on-peer abuse is most likely to include, but may not be limited to;

- bullying (including cyber-bullying)
- physical abuse (such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm)
- sexual violence
- sexual harassment
- up-skirting
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

This is all fully explained in the Keeping Children Safe in Education statutory guidance (DfE, 2021).

### Female genital mutilation (FGM)

Practitioners should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated persons should contact the police immediately as well as refer to children’s services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSCB guidance must be followed in relation to FGM, and the DSL is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting

routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday

### **Further guidance**

NSPCC 24-hour FGM helpline: 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

Government help and advice: [www.gov.uk/female-genital-mutilation](http://www.gov.uk/female-genital-mutilation)

### **Children and young people vulnerable to extremism or radicalisation**

Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. HSCP have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The DSL is required to familiarise themselves with HSCP procedures, as well as online guidance including:
  - Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism  
[www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance](http://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance)
  - Prevent Strategy (HMG 2011) [www.gov.uk/government/publications/prevent-strategy-2011](http://www.gov.uk/government/publications/prevent-strategy-2011)
  - The prevent duty: for schools and childcare providers  
[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)
- The DSL should follow HSCP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The DSL must know how to refer concerns about risks of extremism/radicalisation to their HSCP safeguarding team or the Channel panel, as appropriate.
- The DSL should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The DSL also ensures that all staff complete *The Prevent Duty in an Early Years Environment* and *Understanding Children's Rights and Equality and Inclusion in Early Years Settings* online EduCare courses.

- If available in the area, the DSL should complete WRAP (or equivalent) training and support staff to access the training as offered by local authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.
- The DSL should understand the perceived terrorism risks in relation to the area that they deliver services in.

### **Parental consent for radicalisation referrals**

HSCP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. The Safeguarding Team should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but HSCP procedures should be followed regarding this.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

### **Concerns about children affected by gang activity/serious youth violence**

Practitioners should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. Safeguarding team should be familiar with their HSCP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

### **Forced marriage/Honour based violence**

Forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that practitioners ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things likes, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Email for outreach work: [fmufcooutreach.gov.uk](mailto:fmufcooutreach.gov.uk)

### **Further guidance**

Accident Record (Early Years Alliance 2019)

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.02 Allegations against staff, volunteers or agency staff

Concerns may come from a parent, child, colleague or member of the public. Allegations or concerns must be referred to the Designated Safeguarding Lead (DSL) without delay - even if the person making the allegation later withdraws it.

#### Identifying

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children

#### Informing

- All staff report allegations to the DSL.
- The DSL alerts the Director & Administrative Safeguarding Support. If the Director & Administrative Safeguarding Support is unavailable the DSL contacts their equivalent, a Director, until they get a response - which should be within 3-4 hours of the event. Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the setting, and what is acceptable in terms of fact-finding.
- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to have an understanding of what explicitly is being alleged.
- The DSL must take steps to ensure the immediate safety of children, parents, and staff on that day within the setting.
- The Local Authority Designated Officer (LADO) is contacted as soon as possible and within one working day. If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.

- A child protection referral is made by the DSL if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.
- The DSL asks for clarification from the LADO on the following areas:
  - what actions the DSL must take next and when and how the parents of the child are informed of the allegation
  - whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so who will inform them
  - whether the LADO is happy for the setting to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed
  - whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the DSL has taken to ensure the safety of the children and staff attending the setting
- The DSL records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.
- Parents are not normally informed until discussion with the LADO has taken place, however in some circumstances the DSL may need to advise parents of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether or not suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
- The DSL ensures staff fill in **06.1b Safeguarding incident reporting form**.
- If after discussion with the DSL, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.
- If notification to Ofsted is required the DSL will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The DSL will liaise with the designated officer about notifying Ofsted.
- The DSL ensures that the **06.1c Confidential safeguarding incident report form** is completed and sent to the Director & Administrative Safeguarding Support. If the Director & Administrative Safeguarding Support is unavailable their equivalent, a Director, must be contacted.

- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The DSL must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents and staff are coming and going and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.

### **Allegations against agency staff**

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the DSL must contact the agency following advice from the LADO

### **Allegations against the DSL**

- If a member of staff has concerns that the DSL has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the Director & Administrative Safeguarding Support who will investigate further.
- During the investigation, the Director & Administrative Safeguarding Support will identify another suitably experienced person to take on the role of DSL with input and supported from the Directors.
- If an allegation is made against the Director & Administrative Safeguarding Support, then the Directors are informed.

### **Recording**

- A record is made of an allegation/concern, along with supporting information, using **06.1b Safeguarding incident reporting form**; normally by the practitioner who has observed the incident. This is then entered on the file of the child, and the **06.1a Child welfare and protection summary** is completed and placed in the front of the child's file.
- If the allegation refers to more than one child, this is recorded in each child's file
- If relevant, a child protection referral is made, with details held on the child's file.

### **Disclosure and Barring Service**

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

### **Escalating concerns**

*Policies & Procedures for the EYFS 2021 – 06 Safeguarding children, young people and vulnerable adults – November 2021*

- If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the DSL.
- If after discussions with the DSL, they still believe that appropriate action to protect children has not been taken they must speak to the Director & Administrative Safeguarding Support.
- If there are still concerns then the whistle blowing procedure must be followed, as set out in **Policy 06.1 Responding to safeguarding or child protection concerns.**



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.03 Visitor or intruder on the premises

The safety and security of the premises is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

**Visitors with legitimate business** - generally a visitor will have made a prior appointment

- On arrival, they are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

#### **Intruder**

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business in the setting will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to 'lock-down' of the setting and will be managed by the responding emergency service (see procedure **01.20 Terrorist threat/attack and lock-down**).
- The DSL informs the Director & Administrative Safeguarding Support of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the DSL and members of the Safeguarding Team completes **06.1c Confidential safeguarding incident report form** and copies in their line manager on the day of the incident. The Directors ensure a robust organisational response and ensure that learning is shared.



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.04 Uncollected child

If a child is not collected by closing time, or the end of the session and there has been no contact from the parent, or there are concerns about the child's welfare then this procedure is followed.

- The DSL or a member of the Safeguarding Team is informed of the uncollected child as soon as possible and attempts to contact the parents by phone.
- If the parents cannot be contacted, the DSL or a member of the Safeguarding Team sees the emergency contacts to inform a known carer of the situation and arrange collection of the child.
- After one hour, the DSL or a member of the Safeguarding Team contacts the local social care out-of-hours duty officer if the parents or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents.
- The DSL or a member of the Safeguarding Team should arrange for the collection of the child by social care.
- Where appropriate the DSL or a member of the Safeguarding Team should also notify police.

Members of staff do not:

- go off the premises to look for the parents
- leave the premises to take the child home or to a carer
- offer to take the child home with them to care for them in their own home until contact with the parent is made
- Staff make a record of the incident in the child's file using. A record of conversations with parents should be made, with parents being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. **06.1c Confidential safeguarding incident report form** should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- If there are recurring incidents of late collection, a meeting is arranged with the parents to agree a plan to improve time-keeping and identify any further support that may be required.



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.05 Missing child

#### In the building

#### The investigation

- Ofsted are informed as soon as possible (and at least within 14 days).
- The Director & Administrative Safeguarding Support with the support of the Safeguarding Team carries out a full investigation.
- The DSL and the Director & Administrative Safeguarding Support speak with the parents together and explain the process of the investigation
- Each member of staff present during the incident writes a full report using **06.1b Safeguarding incident reporting form**, which is filed in the child's file. Staff do not discuss any missing child incident with the press.



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.06 Incapacitated parent

Incapacitated refers to a condition which renders a parent unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs
- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic \* for example any changes in normal behaviour which is concerning

#### Informing

- If a member of staff is concerned that a parent displays any of the above characteristics, they inform the DSL as soon as possible.
- The DSL assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on form **06.1b Safeguarding incident reporting form**.
- If intervention is required, the DSL speaks to the parent in an appropriate, confidential manner.
- The DSL will, in agreement with the parent, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the DSL and of the setting's requirement to inform social care of their contact details.
- The Director & Administrative Safeguarding Support is informed of the situation as soon as possible and provides advice and assistance as appropriate.
- If there is no one suitable to collect the child social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from the setting while incapacitated the police are called immediately and a referral is made to social care.

#### Recording

- The DSL completes **06.1b Safeguarding incident reporting form** and if social care were contacted **06.1c Confidential safeguarding incident report form** is completed. If police were contacted **06.1c Confidential safeguarding incident report form** should also be copied to the Directors.
- Further updates/notes/conversations/ telephone calls are recorded.



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.07 Death of a child on-site (Critical Incident)

#### Identifying

- If it is suspected that a child has died in the setting, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

#### Informing

- The DSL ensures emergency services have been contacted; ambulance and police.
- The parents are contacted and asked to come to the setting immediately, informing them that there has been an incident involving their child and that an ambulance has been called; asking them to come straight to the setting or hospital as appropriate.
- The DSL calls the Director & Administrative Safeguarding Support, or a Director, and informs them of what has happened.
- The Directors are contacted and 06.1c Confidential safeguarding incident report form prepared by the DSL and the Director & Administrative Safeguarding Support.
- A member of staff is delegated to phone all parents to collect their children. The reason given must be agreed by the DSL and Director & Administrative Safeguarding Support and the information given should be the same to each parent.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

#### Responding

- The Directors will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The Directors will coordinate support for staff and children to ensure their mental health and well-being.

## Critical Incident Response Timeline

Timings are for guidance only. (Policy 06.07)

<b>Immediate</b>	
<ul style="list-style-type: none"> <li>● <b>Contact <u>emergency services</u>.</b></li> <li>● Assess ongoing risk respond accordingly.</li> <li>● Confirm roles and responsibilities in the setting.</li> <li>● Check Individual Healthcare Plan and Registration Form for healthcare assessment and be ready to pass on any relevant information to the emergency services.</li> <li>● <b>Contact <u>child's family</u>.</b></li> <li>● If necessary be prepared for a member of staff to accompany casualty to hospital, taking with them child's personal file.</li> <li>● Manage the other children.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow Yellow Contacting Emergency Sheet</li> <li>- To be found in Child's File</li> <li>- To be found Contact Sheet and Child's File</li> </ul>
<b>30 minutes</b>	
<ul style="list-style-type: none"> <li>● Gather coherent information.</li> <li>● <b>Contact <u>Local SfYC</u></b> office. They will put in place their communication protocol.</li> <li>● Check on well-being of staff members. Ask those directly involved to make a written record of the incident.</li> </ul>	<ul style="list-style-type: none"> <li>- Sarah Davey, Elizabeth Knowles or Anne Chennells, SfYC office – 023 80667360</li> <li>- Ofsted – 0300 1231231</li> <li>- RIDDOR – 0845 300 9923</li> </ul>
<b>1 hour</b>	
<ul style="list-style-type: none"> <li>● <b>Inform <u>Ofsted</u>.</b></li> <li>● <b>Inform <u>RIDDOR</u>.</b></li> <li>● <b>Inform LADO</b> (Local Authority Designated Officer).</li> <li>● <b>Inform Children's Social Care</b> (Hants Direct).</li> <li>● <b>Consult Insurers:</b> consider what can be shared with the media.</li> <li>● Write factual report to supplement the record of the incident recording clearly the actions taken.</li> </ul>	<ul style="list-style-type: none"> <li>- LADO - 01962 876 364 / 01962 847005 / 07739 050532 – Mark Blackwell or Barbara Piddington</li> <li>Children's Social Care – 0300 555 1384 (Out of hours 0300 555 1373)</li> <li>Children Social Care Professional Helpline - Tel: 01329 225379</li> <li>- PLA – 020 76972585/2500 (No 3171)</li> </ul>
<b>Before the end of the session</b>	
<ul style="list-style-type: none"> <li>● Decide whether information is to be shared with other parents/carers.</li> <li>● Decide how information is to be shared.</li> <li>● Prepare wording for shared information.</li> <li>● Handover all children with a clearly worded information – avoid speculation.</li> </ul>	
<b>At the end of the day</b>	
<ul style="list-style-type: none"> <li>● Bring all staff together.</li> <li>● Check everyone is alright.</li> <li>● Give a cup of tea /coffee.</li> </ul>	
<b>Ongoing</b>	
<ul style="list-style-type: none"> <li>● Check with all staff how they are feeling on the following day and over time.</li> <li>● Review procedures.</li> <li>● Identify training needs.</li> </ul>	

## **Contacting Emergency Services**

Policy 06.07

### **Request an ambulance**

**Dial 999, ask for an ambulance and be ready with the following information**

#### **Setting telephone number**

023 8066 8234



#### **Setting address**

Acorns Community Pre-school  
Hanover Hall  
Jennings Road  
Totton  
Southampton  
Hampshire



#### **State the setting's post code**

SO40 3BA



#### **Give exact location in the building where the casualty is**



#### **Give your name**



#### **Give name of child and a brief description of casualty's symptoms**



**Inform Ambulance Control of the best entrance and state that the crew will be met and taken to the casualty**

**Speak clearly and slowly and be ready to repeat information if asked.**



## 06 Safeguarding children, young people and vulnerable adult's procedures

### 06.08 Looked after children

**Identification.** - A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives.

#### Services provided to Looked After Children

##### *Two-year-olds*

- Places will be offered to two-year-old children who are looked after; where the placement in the setting will normally last a minimum of three months.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

##### *Three- and four-year-olds*

- Places will be offered for funded three- and four-year-olds who are looked after; where the placement in the setting will normally last a minimum of six weeks.
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

#### Additional Support

- The DSL and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the setting at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, a care plan is prepared and reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Regular contact will be maintained with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.09 E-safety (including all electronic devices with internet capacity)

#### Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

*Content* – being exposed to illegal, inappropriate or harmful material

*Contact* – being subjected to harmful online interaction with other users

*Conduct* – personal online behaviour that increases the likelihood of, or causes, harm

#### I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are stored securely at all times when not in use. Unless prior arrangement has been agreed and signed for a specific time and activity.
- Staff follow the additional guidance provided with the system

#### Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age appropriate way:
  - only go online with a grown up

- be kind online **and** 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
- Staff support children’s resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
  - All computers for use by children are sited in an area clearly visible to staff.
  - 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).

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

**Personal mobile phones – staff and visitors** (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g, the office or the kitchen. The setting manager completes a risk assessment for where they can be used safely.
- Personal mobile phones are stored in lockers or in the designated phone rack in the kitchen.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their personal mobile phones on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor’s company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

**Cameras and videos**

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.

- Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

### **Cyber Bullying**

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk) or ChildLine Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

### **Use of social media**

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept any one who uses our service, children or parents/carers, as friends, as it is a breach of professional conduct
- report any concerns or breaches to the DSL in their setting
- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed.

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

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the DSL who follow procedure



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.10 ICT 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.

#### **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 who 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 *Policies & Procedures for the EYFS 2021 – 06 Safeguarding children, young people and vulnerable adults – November 2021*

made to Director and the registered person. Procedures should be followed as appropriate, in line with the **E-Safety Policy 06.09**. 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.

# Acorns Community Preschool

## Acceptable Use Agreement for Staff and Volunteers

This Acceptable Use Agreement is intended to support the online safety of the organisation and individual staff and volunteers through:

- Staff and volunteers acting responsibly to stay safer while online and being good role models for younger users.
- Effective systems being in place for the online safety of all users and the security of devices, systems, images, personal devices and data.
- Staff and volunteers being aware of how they can protect themselves from potential risk I their use of online technologies.

The term “professionals” is used to describe the role of any member of staff, volunteer or responsible adult.

### **For my professional and personal safety I understand that:**

- I should ensure that my on-line activity both personal and professional does not compromise my responsibilities or bring Acorns into disrepute.
- My use of technology within the setting could be monitored.
- When communicating professionally with regard to children and/or other agencies, I will always use the technology provided by Acorns.
- Acorn’s technology may be used away from the setting, however, this is not standard practice and can only be done under exceptional circumstances with prior signed agreement with two members of the management team (Authorised ICT User Log).
- Should I use Acorn’s technology outside the setting, I am aware that Acorn’s I-pads are not covered by work insurance and I take responsibility, should the device be damaged, lost or stolen, for replacement.
- Personal use of Acorn’s technology is only acceptable with permission.

### **For the safety of others:**

- I will not access, copy, remove or otherwise alter any other user’s files, without authorisation.
- I understand that when I share or communicate any Acorns related matters with others it needs to be carried out in a respectful and professional manner.
- I will share other’s personal data only with their permission in accordance with our policies and procedures.
- I understand that any images I publish will be with the individual’s permission and follow our policies and procedures.
- Wherever possible I will only use Acorn’s equipment to record any digital and video images for child development and training purposes, unless I have permission to do otherwise.

### **For the safety of Acorns, I understand that:**

- I will not try to access anything illegal, harmful or inappropriate.

- It is my responsibility to immediately report any illegal, harmful or inappropriate incident.
- It is good practice not to share my online personal information (eg social networking profiles) with the parents/carers of children in my care.
- I will not deliberately bypass any systems designed to keep Acorns safer.
- I will only transport, hold, disclose or share personal information about myself or others, as allowed by the personal data policies of Acorns (see policies – 1.10, 10.6 and 10.8). Where personal data is transferred or accessed externally, it must be encrypted or password protected.
- Our policies follows the GDPR Government Guidelines and the Data Protection Act which requires that any personal data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by our policy to disclose such information to an appropriate authority.
- I understand under the GDPR guidance, I am responsible for any sensitive information relating to Acorns accessed on my own or Acorn's devices outside the setting.
- Personal passwords and those of other users should always be strong and confidential.
- I will not download anything that I do not have the right to use.
- I will only use my personal device if I have signed permission and use it within the agreed rules, including accessing Tapestry outside of the setting.
- I will inform the appropriate person if I find any damage or faults with technology.
- I will not attempt to install programmes on any type on the devices belonging to Acorns without permission.
- I understand if I am representing Acorns on Tapestry, video conferencing, or any other streaming, at Acorns or outside the setting, I will act in a professional way and ensure confidentiality of any information discussed.

I have read and understand the above and agree to use the Acorns technology and my own devices when carrying out communications related to Acorns with these guidelines. I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action.

Staff/Volunteer Name: \_\_\_\_\_

Staff/Volunteer Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.11 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.

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.



## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.12 Key person supervision

Staff taking on the role of key person must have supervision meetings in line with this procedure.

#### Structure

- Supervision meetings are held termly for key persons and part-time staff. Additional meetings can be requested at any time.
- Key persons are supervised by the setting manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task
- Key persons should prepare for supervision by having the relevant information to hand.

#### Content

The child focused element of supervision meetings must include discussion about:

- the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. *Safeguarding concerns must always reported to the designated person immediately and not delayed until a scheduled supervision meeting*
- reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
- promoting the interests of children.
- coaching to improve professional effectiveness based on a review of observed practice/teaching
- reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer.

#### Recording

- Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is stored securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on 06.1b Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated person) should ensure the recording is made and the designated person is notified.

### **Checking continuing suitability**

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.
- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly, and/or at the beginning of every new period of work.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff

### **Exceptional Circumstances**

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

### **Further guidance**

Recruiting Early Years Staff (Pre-school Learning Alliance 2016)

People Management in the Early Years (Pre-school Learning Alliance 2016)