



Policies and Procedures

These policies were adopted on	Signed on behalf of the pre-school	Date for overall review (individual policies will be reviewed as needed. See list of policies for dates)
August 2023	Yve Puxty (Manager)	September 2024



List of Policies and review dates

1. Safeguarding Children Policies and Procedures	Date of review	Any comments
1.1 The setting's values and principles		
1.2 Safeguarding Children Policies and Procedures – Mobile Phones, Cameras and Photographs		
1.3 Key Person		
1.4 Child protection - Children's rights and entitlement		
1.5 Looked after child		
1.6 Uncollected child		
1.7 Missing child		
1.8 Suitable People and safe recruitment		
1.9 Student placements		
1.10 Social Networking Policy		
1.11 Prevent Duty and Promoting Fundamental British Values		
1.12 Female Genital Mutilation (FGM)		
1.13 Lockdown Policy and Procedures		
1.14 Attendance Monitoring Policy		
1.15 Induction of staff, volunteers and managers		
1.16 First Aid		
1.17 Whistle Blowing		
Appendix A - Front sheet for welfare concerns/child protection file		
Appendix B – Chronology Template		
Appendix C - Welfare concerns/child protection form		
Appendix D – Body Map		



Appendix E – Transfer receipt between education establishments		
Appendix F - Child protection incidents or welfare concerns recording aide memoire for staff.		



1. Safeguarding Children Policies and Procedures

Important notice: Single Point of Advice (SPoA) advise that when receiving a phonecall, before disclosing any information, you should ask for their number and check this first and call them back. (Once regular contact has been established, then work with sensible caution, e.g. voice recognised, number recognised, if in doubt always check).

As a service who work with children we will use the Continuum of Need as a visual tool and to share a common language to describe needs and risks.

(<https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/continuum-of-need/about/>)

Designated Safeguarding Lead (DSL)/ Early Years Teacher / Manager:

Yvonne Puxty (Yve): 01424 838714

Joint Deputy Educators/ support DSL's: Donna Puxty & Lee Shaylor: 01424 838714

Local Children's Social Care Duty and Assessment Team contact details and guidance:

[Managing allegations guidance \(eastsussex.gov.uk\)](#)

[managing-allegations-flowchart.pdf \(eastsussex.gov.uk\)](#) (see on next page)

An allegation or concern about a member of staff or volunteer must be reported immediately by the DSL to Ofsted and the **Local Authority Designated officer for Allegations Management (LADO) Sam Efde on 01323 466606 /07825782793**

When discussing concerns or seeking advice contact:

Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm.

Phone: 01323 464222

The DSL will also report concerns and make referrals to SPOA by sending through A SOR (Statement of Referral) via secure email.

Email: 0-19.SPOA@eastsussex.gov.uk or 0-19.SPOA@eastsussex.gcsx.gov.uk

(this is the secure email)

With serious concerns that cannot wait until the next working day, contact our Emergency Duty Service (EDS).

Telephone EDS: 01273 335 906 or 01273 335 905 Monday to Thursday 5pm to 8.30am and Friday's, weekend's and bank holidays after 4.30pm to 8.30am

Failing this contact them direct on:

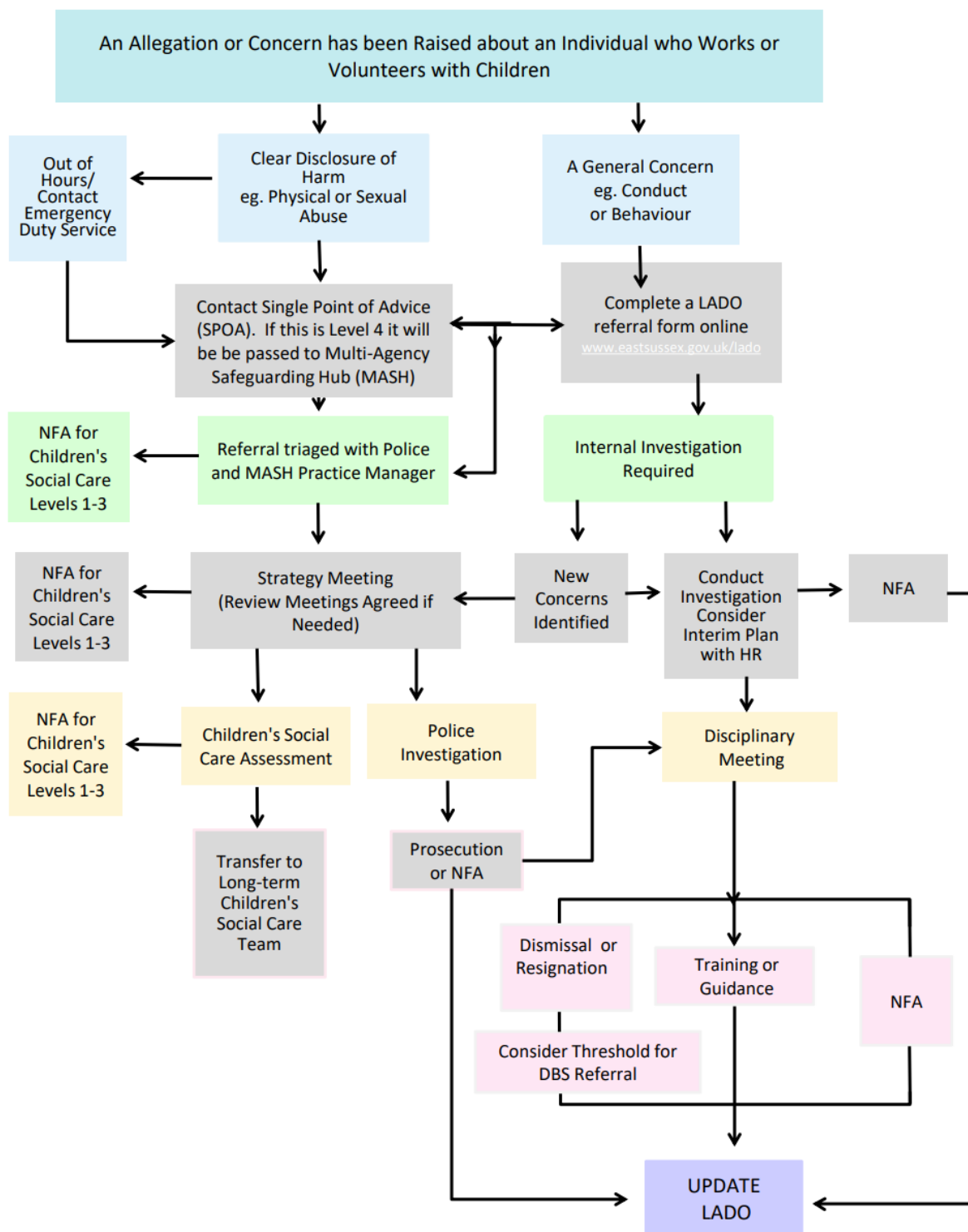
Chidren's Services Team (Hastings and Rother)



Phone: 01424 724120



Managing Allegations Flowchart





Introduction

In this policy, safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

1.1 The setting's values and principles

Children and young people have the right to be protected from neglect and abuse. **Everyone** has a responsibility to protect children and young people and to report concerns.

Children's needs are paramount and take precedence over the needs of adults in any conflict between the two. This setting's policy and procedure are to safeguard all children, to ensure they are all equally valued and to give them the best start in life.

All allegations and concerns are taken seriously and dealt with appropriately in accordance with this policy and procedure.

This setting has a comprehensive set of policies and procedures that are available to parents and carers in the setting at all times.

This policy must be adhered to by all staff, volunteers, trustees, board members, employees (contracted and non-contracted), trainees, service providers, contractors etc.

This policy should be read alongside the online document entitled Pan Sussex Child Protection and Safeguarding Procedures Manual

(<https://sussexchildprotection.procedures.org.uk/org.uk/page/quickguide>) referred to henceforth as the Manual. The Manual sets out the safeguarding procedures that all staff must follow.

Also Working Together to Safeguard Children (July 2018) (WTSC) guidance (this can be accessed online).

Legal framework

This policy is based on the following laws and statutory guidance:

Children's Acts 1989 and 2004 define safeguarding and promoting the welfare of children as

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully



Working Together to Safeguard Children (2018) sets out how organisations and individuals must work together to safeguard and promote the welfare of children and young people in accordance with Children Acts 1989 and 2004

East Sussex Safeguarding Partners (Pre known as the Local Safeguarding Children Board's (LSCB)) Pan-Sussex Child Protection and Safeguarding Procedures:

- ensure that there are prompt methods for alerting, reporting, investigating and managing a child's protection. The procedures are available at <http://sussexchildprotection.procedures.org.uk>

Statutory Framework for the Early Years Foundation Stage 2021

- the mandatory framework for all early years providers, maintained schools, non-maintained school, independent schools and all providers on the Early Years Register. The safeguarding and welfare requirements are given legal force by regulations made under Section 39(1)(b) of the Childcare Act 2006

Roles and responsibilities

- The Ofsted "Registered Person" is named on the first page and has overall legal responsibility for safeguarding. If concerns relate to the "Registered Person", Ofsted should be contacted through their whistle-blowing policy.
- The Lead Person for safeguarding is **Yvonne Puxty** and in her absence **Donna Puxty & Lee Shaylor**. All safeguarding concerns relating to allegations against staff and volunteers should be reported to this individual and recorded. If the concern relates to the lead person then the Registered Person (or Chair of Trustees **Sam Phyll**) should be contacted.
- The Lead Person will usually be responsible for passing on concerns, or making referrals, to the Duty and Assessment Team. In their absence the next most senior member of staff will assume responsibility.
- All staff, volunteers, or contractors must adhere to the procedure for reporting concerns to the Lead Person.
- All staff, volunteers, contractors and visitors to the setting must sign a register and record their exact time of arrival and departure.

Reporting procedures and making a referral.

- Refer to the Manual when making a referral (Click on contents link section 5.2). Or see WTSG (p.17 & 18)
- The police will be informed immediately if it is suspected a criminal offence has been committed.
- The Lead Person will contact the Children's Social Care Duty and Assessment Team to either discuss a concern or report an incident.
- The DSL will report concerns and make referrals to SPOA by sending through A SOR (Statement of Referral) via secure email.



- The DSL will ensure that the person whom has reported a concern notes this on an 'Incident Report Form'. If this is to include the child's voice, the children's own words will be used.
- The timings of referrals will reflect the level of perceived risk and will always be **within one working day** of recognition of risk.
- All referrals made verbally must be confirmed in writing by the referrer within 24 hours (the next section defines how records will be kept).
- Any allegation or concern about a member of staff or volunteer must be reported immediately to Ofsted and the Local Authority Designated Officer (LADO) by the Lead Person.

Record keeping and records management

All staff will record and report concerns in line with the guidance below, (see the Manual section 4 for further information) and *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges (Standards and Learning Effectiveness Service, September 2022)*.

(<https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/safeguarding-model-policies-and-guidance/record-keeping-guidance/>)

- The Lead Person will telephone the Duty and Assessment Team to notify them of a safeguarding concern and follow instructions on completion of paperwork. Further guidance on what information to provide is in the Record Keeping Guidance below and the Manual
- Where concerns relate to an allegation against a member of staff, or volunteer the referral should include the child's name, address, gender and date of birth, together with full details of the complaint or allegation, including witness statements.
- All records will be held confidentially but will be shared with other agencies, e.g. the police, Children's Social Care, Ofsted, where this assists an ongoing investigation. Records will be held for a reasonable period of time after children or staff members have left the provision in case they are needed for any future investigation.

Record Keeping Guidance

Good record keeping is an important part of the organisation's accountability to children and their families and will help the organisation in meeting its key responsibility to respond appropriately to welfare concerns about children. Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take. Organisations should follow the following basic guidance on record keeping:



1. Initial records about any child should include names, date of birth, addresses, gender, ethnic origin, names of persons with parental responsibility (for consent purposes) and primary carers, if different. This information should be kept up to date.
2. All staff members, irrespective of their role in the organisation, should use a standard child protection incident/welfare concern form to record and report concerns; an example is provided in Appendix C
3. Keeping Records of Child Protection and Welfare Concerns Guidance – September 2022 provides information to assist in the completion of the child protection incident/welfare concern form.
4. All concerns, discussions about the child, decisions made, and the reasons for those decisions should be recorded. It is helpful if the child's record include details of your involvement and any previous concerns, together with any action you took and responses from parents. If you know that any other professionals are involved with the child and family, include this information.
5. Concerns and actions taken in response should be recorded at the time the concerns were identified and actions taken, ie the record should be contemporaneous.
6. Along with recording concerns using the standard concern form, a chronology of events should be maintained.
7. The chronology must list specific and significant incidents, events and actions taken in relation to the child and, where appropriate, their family, with a brief explanation or cross-referenced to the relevant record within the file (see Appendix B for a chronology template).
8. In addition to recording incidents and events, the chronology must record all significant and relevant contacts between the organization and parents, whether it is face-to-face, by email or telephone, with a record of what was discussed and action taken in response.
9. Child protection records should be retained in line with the organisation's agreed retention periods; in the case of services working with families, it is recommended that the retention period for the child's file is determined based on the date of birth of the youngest child in the family so that family records are maintained in full.
10. Early years providers, schools and colleges should ensure that when a child transfers from one early years setting to another or to primary school, or from one school to another, their child protection records should be transferred to the new setting or school as soon as possible. Records must be passed directly to the safeguarding lead or another authorised person in the receiving establishment under confidential cover.



11. The organisation's safeguarding lead should audit child protection/welfare concerns files regularly to ensure that procedures are being followed and adequate records are being kept.

All educational establishments, including early years providers should ensure that their systems for recording safeguarding concerns are in line with guidance from the *East Sussex Safeguarding Partners Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges*.

It is available on Czone at

[https://czone.eastsussex.gov.uk/record keeping guidance](https://czone.eastsussex.gov.uk/record%20keeping%20guidance)

Safer workforce and managing allegations against people working with children

All management, staff, volunteers and contractors working at this childcare setting will undergo rigorous suitability checks in line with the EYFS statutory requirements and Working Together to Safeguard Children 2018.

Allegations against people working with children will be managed in line with the EYFS statutory requirements and Working Together to Safeguard Children 2018.

Training and development

We are committed to ensuring all staff are qualified, have opportunities for professional development and have relevant up-to-date training in safeguarding children (see page 22, paragraph 3.6 in the Statutory Guidance for the EYFS)..

- All new staff, volunteers and students will participate in an induction programme before taking up their duties and will be allocated an experienced member of staff to mentor them for the duration of the induction. They must understand the settings safeguarding policy and procedures as detailed in the EYFS 3.6 (2021) arrangements and undertake refresher training regularly.
- All staff will be required to complete online child protection training upon appointment. This will be consolidated by formal East Sussex County Council approved training at Level 1 as soon as possible.
- All volunteers and students will be required to complete the online child protection training.
- The Lead Person will be required to complete East Sussex County Council approved Designated Safeguarding Lead for Childcare Settings training and complete a refresher every two years.
- All training must reflect the requirements of *Working Together to Safeguard Children 2018* and informed by the East Sussex Safeguarding Partners training strategy and plans.
- The Lead Person will ensure that all staff know when and how to record concerns about a child's welfare, however small or apparently insignificant. They must provide staff with support, advice and guidance on an ongoing basis and on specific safeguarding issues. Staff are required to update their knowledge in house on a regular basis. Good practice is to keep safeguarding on the agenda throughout the year staff meetings and supervision. Also for staff to complete an online refresher yearly.



- Staff supervision meetings will record discussions regarding continual professional development and subsequent identification and planning of training to meet those needs.

Information sharing and working together with other agencies

The setting respects confidentiality at all times and complies with the Data Protection Act 1998.

However the setting will share information as part of its day to day work in order to safeguard and protect children from harm but also to work together to support families to improve outcomes for all. This may involve liaison with Police, Children's Social Care, and participation in multi-agency meetings, e.g. case conferences and participation in serious case reviews if requested to do so (see WTSC pages 18 to 22).

Quality assurance

This setting is registered with Ofsted Early Years Register and is required to meet the requirements of the Early Years Foundation Stage 2021. These registers clearly state the minimum standards that must be met by law.

As a consequence, the setting is subject to routine and regular inspection by Ofsted. The most recent Ofsted report is available to view in the setting or online at www.ofsted.gov.uk.

The setting uses a development plan, cohort tracking, supervisions and meetings for ensuring continual reflection and improvement to ensure practice is regularly reviewed and updated. The setting also promotes continuing professional development and subsequent identification and planning of training to meet the above requirements.

Commissioning and procurement

Any external agencies visiting the premises must respect this setting's policies and procedures at all time and not discuss overheard conversations or information regarding children and families outside of the setting. Any concerns regarding safeguarding must immediately be advised to the Lead Person or if concerns relate to that member of staff the complainant must contact the LADO (usually via SPoA).

Breaches of this Safeguarding Policy by external contractors or visitors will be taken very seriously and appropriate action will be taken.

Whistle-blowing and complaints

- A separate complaints and a Whistle – blowing procedure exists which should be followed by any individual who has concerns about staff or practice in the setting.
- All concerns regarding Safeguarding must be directed to the Lead Person.
- If the complaint relates to the Lead Person, the complaint must be directed to the Registered Person. If the complaint relates to the Registered Person, the complainant must contact the LADO (usually via SPoA) and Ofsted on 0300123 1231.



Breaches of Policy

Breaches of this policy will be taken very seriously and disciplinary action will ensue for members of staff. A separate Code of Conduct describes this process in more detail. This can be found in the Staff Handbook.

Policy review

This policy will be reviewed annually and involve participation of staff in order to promote continuing awareness of safeguarding policies and procedures. Parents will be informed when the policy has been renewed.

Procedure for how to deal with a comment that a child has made which gives cause for concern or a full disclosure of abuse;

Do's:

- **Listen** and treat any allegations seriously, ensuring that the child understands that you believe what they are saying and confirming that they are right to bring this to your attention and talking about it to a responsible adult.
- **Reassure** the child that they are in no way to blame for the actions of others and tell them of the next steps and why you may be informing others (manager, DSL).
- **Record** – making precise notes on your conversation with the child, date and time of the report and include actions taken on a welfare concern form.
- **Take appropriate action**- passing the information onto the manager /DSL immediately.
- **Seek support** –never deal with a disclosure alone, always seek support and guidance from the pre-school manager/DSL.

Don't

- **Promise not to tell anyone** – you will need to share a child protection concern with the manager/DSL.
- **Ask leading questions**-_this could jeopardize later court actions.
- **Express doubt or disbelief**_reassure the child that they were right to tell you.
- **Assume someone else will deal with it**_always act! You may be the only person this child has shared this information with.

The preschool manager, on notification of a disclosure, will then follow from step 3 as detailed below-procedure for suspected abuse.



Procedure for suspected abuse.

Where a concern is expressed about a child in the setting due to;

- Significant change in their behaviour
- Deterioration in their general wellbeing
- Unexplained bruising, marks or signs of possible abuse
- Neglect.

The following steps will be taken;

1. Child's behaviour or appearance gives rise for concern.
2. Record observations on a Welfare Concern Form, and complete a chronological form. in addition ensure medical attention is provided (if required) bring concerns to the attention of the manager/DSL as soon as possible.
3. The manager/DSL will look at the situation during the session or no later than the end of the day. Depending on the nature and seriousness of the concern the Manager/DSL will make the decision to either;
 - a. Obtain further information-consulting with others within the team, partners and parents where appropriate. With low level concerns, we will seek to help and support parents in any way possible. - These concerns and follow up conversations will be written down on a Welfare Concern Form and filed in a locked cupboard.
 - b. Monitor the situation-where this is agreed the course of action the monitoring period must be time limited, appropriate and with a review date.
 - c. Refer directly to SPOA and Children's services (and the police if a criminal act has occurred).
4. Where a referral is to be made, the manager/DSL will discuss the concern with the parent/carer and seek agreement for the referral-unless, in the case of significant harm, where the delay to seek agreement to refer may result in further harm to the child or where sexual abuse is suspected.
 - a. Records will be kept confidentially and only shared with authorized others, on a need to know basis. A telephone referral to Children's Services will be followed up in writing within 48 hours. As with low level concerns, all concerns (including those that are referred to SPOA) will also be recorded in the same way, with follow up conversations and actions recorded. - The incident forms will be completed by the practitioner who raises the concern, with support of the DSL. It will likely be most appropriate for the DSL to record the follow up conversation and actions details based on the action taken.

If there are any doubts then the DSL/Manager will seek advice from SPOA as how to support those involved and manage the concern.



Allegation Management, staff or volunteer

Procedure to follow when an allegation or concern about a member of staff or volunteer who has;

- behaved inappropriately in a way that has or may have harmed a child or
- possibly committed a criminal offence against a child or
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

Initial action by the person receiving or identifying an allegation or concern

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. He or she should not:

- investigate or ask leading questions if seeking clarification;
- make assumptions or offer alternative explanations; or
- promise confidentiality, but assurance that the information will only be shared on need to know basis

He or she should:

Make a written record of the information (where possible in the child's own words) including time, date, and place of incident, persons present and what was said;

Sign and date the written record; and

Immediately report the matter to the manager/DSL who will ensure that the child is protected, seek medical attention if required. **(or if the DSL is the subject of the complaint then the matter should be reported to the Trustees).**

Initial action by DSL

When informed of a concern or allegation, the DSL should not investigate the matter or interview the member of staff, child concerned or potential witnesses.

He/she should:

- obtain written details of the concern/allegation, signed and dated by the person who received the allegation(not the child/adult making the allegation);
- countersign and date the written details;
- record any information about times, dates and location of incident and names of any potential witnesses; and
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.

DSL to inform the Local Authority Designated officer for Allegations Management (LADO) via Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm. Phone: 01323 464222

Email: 0-19.SPOA@eastsussex.gov.uk or 0-19.SPOA@eastsussex.gcsx.gov.uk (this is the secure email)

Out of Hours Emergency Duty Services - Social Care Service - Children's services: 01273 335905/6

Failing this, contact the LADO directly on 01323 466606,



- immediately who will advise on how to proceed to the next stage. This will be either to deal with in the settings disciplinary procedures or within a multi agency approach.
- If the parents/carers of the child concerned are not already aware of the allegation the LADO will also advise how and by whom they should be informed.
- DSL to inform the accused person about the allegation and suspend them on full pay (LADO will agree what information can be disclosed to the person).
- In addition LADO the DSL will inform OFSTED of the allegations as soon as possible but at the latest within 14 days of the allegations being made.
- DSL to keep Local Safeguarding Partners informed at all stages.

Dealing with allegations with settings disciplinary procedures

- The reasoning and advice given by the LADO will be recorded
- Timescales set out in Procedures for WTSC and in the settings disciplinary procedures must be complied with-appropriate action taken within 3 working days in non formal disciplinary or within 15 working days if disciplinary hearing is required
- The DSL will inform the LADO and Ofsted of the outcome of the investigation
- Records will be kept on the appropriate forms in the organizations confidential files and retained for 10 years (or until the accused normal retirement age is reached, whichever is the sooner).

Dealing with allegation multi agency approach.

- Where the LADO decides the allegation needs to proceed to an allegation strategy meeting/discussion/s he will convene this in accordance with guidance set out in 'procedures for WTSC
- If it is decided at the strategy meetings/discussion that either the police and /or children's social care are to undertake enquiries or investigations the progress of these enquiries should be reported back to the employer and the LADO
- At the completion of the police and /or children's social care investigations the final strategy discussion should:
- Ensure that the accused staff member/vol has been informed of the outcomes
- Enable the investigation officer an opportunity to summarize the action taken, people interviewed and
- Offer a professional judgment on whether the allegation fell into one of the following categories:
- **Substantiated**- one which is supported or established by evidence or proof
- **Unsubstantiated**- not the same as a false allegation, it simple means that there is insufficient identifiable evidence to prove or disprove the allegation.
- **Unfounded**-this indicates that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances. For an allegation to be classified as unfounded, it will be necessary to have evidence to disprove the allegation.
- **Deliberately invented or malicious**- this implies a deliberate act to deceive. For an allegation to be classified as malicious, it will necessary to have evidence, which proves this intention.
- This information should be recorded and given as a written record to the employer and the LADO.



At all times Netherfield Pre-school will seek to keep the member of staff informed about the progress and the outcome of any investigation and the implications for any disciplinary or related process.

Every effort will be made to maintain confidentiality and guard against publicity while the allegation is being investigated or considered. Apart from keeping the child, Parents and accused person up to date with the progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes. When dealing with an allegation the DSL will refer to Allegations Against People who Work with, Care for or Volunteer with Children, for procedures for managing allegations against people who work with children for further information and guidance:

<https://sussexchildprotection.procedures.org.uk/tkhp/children-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-children>



1.2 Safeguarding Children Policies and Procedures – Mobile Phones, Cameras and Photographs

The purpose and importance of mobile phone policy.

Netherfield Pre-school recognizes that staff may need to have access to mobile phones on site during the working day. However, there have been a number of queries raised within the local authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

Staff being distracted from their work with children

The use of mobile phones around children

Using mobile phones to take photographs of the children.

Ensuring the Safe and Appropriate Use of Mobile phones.

Netherfield Pre-school allows staff to bring mobile phones to work for their own personal use. However they must be kept in a locked box in the office or staff locker at all times and are not allowed to be used in the rooms, toilets or any play areas. If staff fail to comply with this guidance disciplinary action will be taken in accordance with the Netherfield contract and policy. Staff must make sure there is no inappropriate or illegal content on the device. Mobile phone technology may not be used to take photographs anywhere within the pre-school grounds. There are digital devices available with the pre-school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the preschool policies.

Members of staff may only contact a parent/carer on the preschool land line phone. When children undertake a trip mobile phone use by adult leaders should be limited to the preschool office or the place to be visited, except in emergencies and then only by approved telephones.

Use of mobile phones for volunteers, visitor and students.

Upon their initial visit volunteers, visitors and students are given information informing them they are not permitted to use mobile phones on the premises. If they wish to make or take an emergency call they may use the land line phone in the office. Students, visitors or volunteers are forbidden to take photographs of children without the permission of the manager or deputy manager.

Cameras

- Only the pre-school iPads/ cameras are to be used to take photographs or video footage of the children and their achievements.
- All staff are responsible for the location of the iPads/ cameras on a day to day basis.
- The iPads will be encrypted with passcodes at all times and only unlocked by staff.

Smart Watches

- Smart watches with built-in camera will not be worn in the setting at all.



- Practitioners with smart watches will have the choice to turn off all notifications whilst in the setting with the children, or, keep the watch locked in the mobile phone box.

Events

- During events that parents attend such as Sports Day, parents will be allowed to use their own personal camera/video equipment to take photographs or videos of their own children. This will be made clear to all parents at the event.
- It is not an offence to take appropriate photographs in a public place.
- If the Preschool Management have serious concerns about a possible child protection issue relating to the recording of images then we will call the Police. This action should only be taken where we believe that someone may be acting unlawfully or putting a child at risk.

It is sometimes unavoidable for other children to be kept out of these photographs/video at such events. The pre-school manager will make this known at the beginning of each event, and if any parent/carer objects to the use of personal equipment, this will be respected and personal equipment will not be permitted.

Parents will be asked not to put photographs or images on social networking sites.

Photographs

Netherfield Pre-school will:

- Share the guidance on taking images with all parents and carers when their children join our pre-school.
- Ensure the preschool has parental consent to use a child's image if it is to be used in the public domain e.g. Netherfield Pre-school website or advertising.
- Ensure that any child who is under care proceedings, is protected by ensuring that their image is not placed in the public domain. This can be done by using a Consent Form, so that parents/carers can identify whether this applies to children in their care.
- Seek consent from parents (via our Consent Form) to state whether they are prepared for their child to feature in a photograph with another child. For example, two children playing co-operatively which will be published on both of their Tapestry accounts.

Netherfield Pre-school Will Not:

- Publish photographs with the full name(s) of the individual(s) featured.
- Publish images of the children on our Facebook Page unless consent is given in writing on our consent form. Even then we avoid publishing images of children.
- Use an image for something other than that which it was initially agreed.



1.3 Safeguarding Children Policies and Procedures – Key Person

The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- In some settings where a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.



- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with —his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the One, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the few sessions, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.



The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Once the timing of the child's progress check is confirmed, parents are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents and make allowance for parents who do not live with their child to be involved.

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate/
- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through 'Safeguarding children, young people and vulnerable adults procedures'.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS
 - to ensure that parents have a clear picture of their child's development
 - to enable educators to understand the child's needs and, with support from educators, enhance development at home
 - note areas where a child is progressing well and identify any areas where progress is less than expected
 - describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

Further Key person responsibilities

- The key person is responsible for completing their key children's Integrated Progress Reviews and their Transition to School Document before the child moves on to primary school. Both reviews will be conducted with the child's parents/carers.
- It is also the responsibility of the key person to share these documents with other relevant professionals, alongside the Pre-School Manager.
- The key person will share relevant information with other settings and professionals when appropriate or



asked to do so by a senior member of staff.

- The key person will discuss any concerns they may have with the pre-school management so that advice can be sought, and action taken to ensure the wellbeing of the child is maintained.
- If a child from the key person's group is in receipt of EYPP, the key person will work alongside the pre-school manager to identify areas of need. For example, the key person may identify equipment or resources that could be used in the home and setting to accelerate development. The key person will explain to the parents/carers how to use the resources and will liaise regularly on progress made.



1.4 Safeguarding Children Policies and Procedures - Child Protection

Children's rights and entitlement.

Policy statement

- We promote children's rights to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their language spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's rights to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's rights to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peer, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be strong means to be:

- Secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Safe and valued as individuals in their families and in relationships beyond the family, in the setting;
- Self-assured and form a positive sense of themselves-including all aspects of their identity and culture;
- Included equally and belong in the setting and community life;
- Confident in their abilities and proud of their achievements;
- Progressing optimally in all aspects of their learning and development;
- Part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- Able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- To be sure of their self-worth and dignity;
- To be able to be assertive and state their needs effectively;
- To be able to overcome difficulties and problems;



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

To be listened to means:

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



1.5 Safeguarding Children Policies and Procedures - Looked after children

Policy statement

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

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

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

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

Principles

- The term 'looked after' child denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places to two year old children who are in care. In such cases the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer.
- We offer places for funded three and four year olds who are in care to ensure they receive their entitlement to early education.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.



Procedures

- The designated person for looked after children is the designated child protection officer/coordinator.
- Every child is allocated a key person before they start and this is no different for the looked after child. The designated person ensures that the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The settling in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed.
- Regular contact with the child's social worker through planned meetings that will include the foster carer and any other professional involved in the child's life.



1.6 Safeguarding Children Policies and Procedures - Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

At Netherfield Pre-school we inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their child will be cared for properly.

Procedures

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our registration form:

Home address and telephone number.

Mobile telephone number

Names and contact details of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandparent.

Who has parental responsibility for the child.

Information about any person who does not have legal access to the child.

On occasions when parents are unable to collect their child, they provide us with details of the person who will be collecting the child. We will agree with parents how to identify the person who is to collect their child.

Parents are informed that if they are not able to collect their child as planned, they must inform us by telephone. We provide parents with our contact telephone number.

We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the day/session we follow the procedures below:

The diary is checked for any information about changes to the normal collection routines.

If no information is available, parents/carers are contacted at home or at work.

If this is unsuccessful the adults on the registration form, authorised to collect the child from the setting, are contacted.



All reasonable attempts are made to contact the parents or nominated carers.

The child does not leave the setting with anyone other than those named on the Registration Form.

If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

We contact our local authority children's social care team:

The child stays at the setting in the care of two fully vetted workers until the child is safely collected either by the parents or by a social care worker.

Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.

Under no circumstances will staff go to look for a parent, nor do they take the child home with them.

A full written report of the incident is recorded in the child's file.

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

Ofsted may be informed.



1.7 Safeguarding Children Policies and Procedures - Missing child

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

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent.
- The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management team where appropriate.

Child going missing on an outing

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

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

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.
- The setting leader or manager is contacted immediately (if not on the outing) and the incident is recorded.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue the staff contact the venue's security who handle the search and contact the police if the child is not found.
- The setting leader contacts the chair and reports the incident. The chair comes to the setting immediately to carry out an investigation. The setting leader may be advised to stay at the setting until the police arrive.



The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with a representative of the management team, speaks with the parent(s).
- The chair, director or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing: -
The date and time of the report.
What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
When the child was last seen in the group/outing.
What has taken place in the group or outing since the child went missing.
The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents Policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others; when dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the Trustees.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in



front of them. They should answer children's questions honestly, but also reassure them.

- In accordance with the severity of the final outcome staff may need counseling and support. If a child is not found, or is injured, or worse, this will be a difficult time. The chair person and manager will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.



1.8 Safeguarding Children Policies and Procedures - Suitable people and safer recruitment

Employment

(Including suitability, contingency plans, training and development)

Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements. Our job advertisements and application packs make explicit reference to the organisations commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the employee's safeguarding responsibilities. Staff involved in recruitment are suitable trained; for example at least one member on the short listing and interview panel will have completed safer recruitment training.

Procedures

Vetting and staff selection

All staff members who have contact with children, young people and families must be properly selected and have appropriate checks in line with current legislation. Therefore:

- We use application forms (CVs are read and explored further, however they are not accepted).
- We have a minimum of two people checking for any gaps in employment history and explore these gaps during interview.
- We check identity by asking for appropriate documentation, e.g. passport, driving licence or similar.
- We check that qualifications are valid by asking for certificates.
- We check previous employment history.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their staff roles and responsibilities.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children - whether received before, or at any time during, their employment with us.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme. This includes always taking up references. At least one reference must be from a previous employer; specifically asking if there have been any concerns or allegations about the applicant's behavior towards children or any disciplinary action and confirm with the referee the



applicant's responsibilities. This is compared with the information from the applicant; any inconsistencies or concerns regarding the information provided in a personal reference must be followed up directly with the referee.

- We make sure that the appropriate type of criminal record check from the Disclosure and Barring Service (DBS) is carried out for all eligible staff, e.g. enhanced DBS check for regulated activities involving children. The person in question will not have unsupervised contact with any children until the DBS has been returned and confirmed suitably clear.
- Interviews are always face to face.
- We ensure that any concerns arising from the applicant's medical reference are followed up directly with the applicant and with the employee's doctor.
- We seek to explore at the interview the applicant's attitudes towards children and young people, their motivation for pursuing the role and managing boundaries. Applicants who are considered suitable will be invited to visit the setting to carry out an activity with the children and engage with them in play.
- References will be requested from the details provided on the application form.
- At least one of these references will be from a previous employer. They will be specifically asked if there have been previous concerns or allegation towards the applicant regarding their behaviour towards children.
- A follow up telephone call will be made to the referee to ensure the reference has come from a legitimate source
- Validity of qualifications will be checked by asking the applicant to provide certificates.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

Disqualification

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

Changes to staff

- We inform Ofsted of any changes to the person responsible for our setting.

Training and staff development

- Our setting manager is a Qualified Early Years Teacher with a first class BA Honours Degree in



Professional Studies of Learning and Development. Both Deputy Managers hold the CACHE Level 3 Diploma in for the Children and Young People's workforce or an equivalent or higher qualification, making a minimum of half of our staff with the CACHE NVQ level 3 or equivalent qualification in Early Years Education.

- We provide regular in-service training to all staff through outside agencies and encourage all staff to attend training throughout the year with the local authority.
- We provide staff induction training during the first week of employment. The new member of staff will work alongside an experienced member of staff. This includes an introduction to our policies and procedures.
- Liaison over first few weeks will take place, ensuring the new staff member is happy and settling into role, and that the management are satisfied with their involvement and progression.
- The new staff member's progress will be officially reviewed after three months, in line with end of probationary period of employment.
- Existing staff members who progress into new roles with increased responsibility will also be subject to the three-month probationary period. For clarification, this could be if a practitioner progresses from general practitioner to a keyperson (see keyperson policy).
- Mentoring will continue for any staff if deemed necessary ie. staff that move into a higher responsibility role, or for a member of staff who may need support within their existing role. Mentoring will consist of working alongside/ or checking in with, a designated member of staff, and regular meetings (i.e. monthly/termly) with the pre-school manager so that the member of staff feels supported within their role.
- We support the work of staff by holding regular supervision meetings and appraisals. Before and after sessions there is time for regular reviews and reflection on practice, children and the environment. These form part of our peer on peer observations and striving to meet individual needs and provide a happy, warm, safe and stimulating environment. During sessions, staff are encouraged to support each other's practice in a timely manner, i.e, when a child is displaying behaviour that challenges and a member of staff has tried several strategies unsuccessfully. Another member of staff can gauge when and how to support them both. This may be, standing closeby, unobserved by the child and offering words and instructions for them to say to the child. This unobtrusive support, when successful, can help prevent the behaviour from escalating further, it gives the member of staff new strategies and helps to strengthen the relationship between them and the child.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Supervision

- Staff supervision sessions will take place usually once per full term (three times) throughout the academic year.
- Support, coaching and training will be paramount within supervision sessions to foster a culture of a continuing strive for professional development, support and team work.
- Supervision sessions will give practitioners the opportunity to speak with the pre-school manager in confidence about sensitive issues, including: matters concerning children's development or



wellbeing/welfare, solutions to any issues previously or currently arising, coaching for performance/effectiveness and such like.

- Individual training needs will be discussed, and a manageable list of desirable courses and/or learning opportunities will be recorded.
- Annually, each practitioner will be asked to sign a declaration to declare that they have not breached any terms that would affect their suitability to work with children.
- At the end of each supervision session every practitioner will be asked to sign to declare that there has not been a change of circumstance that would breach the declaration.
- In line with update to the Disqualification Under the Childcare Act 2006 in August 2018, practitioners will no longer be disqualified through association.

Appraisals

- Individual staff appraisals will be conducted annually.
- Long term targets from the previous year will be reviewed and discussed. If it is the practitioners first appraisal, initial targets will be set.
- Each target will be individual to the practitioner in question, taking into consideration their job role and individual development etc.
- Previous mentoring documents and/or supervision documents will be drawn upon if necessary to discuss practitioner performance.
- It is expected that both the manager and practitioner keep in mind the practitioners set targets throughout the year, to ensure they are achieved or worked towards to the best of their ability.

Staff taking medication/other substances.

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

Managing staff absences and contingency plans for emergencies.

- At Netherfield Pre-school, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organize cover to ensure ratios are maintained.



1.9 Safeguarding Children Policies and Procedures - Student placements

Policy Statement

This setting recognizes that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience. We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfill the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organized and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.



1.10 Safeguarding Children Policies and Procedures - Social Networking Policy

Staff at Netherfield Pre-school should not download images containing photographs of children from the setting or any images which may identify the setting in any way. Staff should not publish details of the setting.

Staff should always be aware of their responsibilities when accessing any social networking site.

Any disclosures impacting on the children's welfare should be dealt with in accordance with the setting's policies and procedures.

Staff should be conscious at all times of the need to keep personal and professional lives separate. Staff should not put themselves in a position where there is conflict between their job and their personal interests.

Staff should not discuss any child in the setting or their families on a social networking site. This is breach of the confidentiality policy of the setting and could result in dismissal.



1.11 Safeguarding Children Policies and Procedures - Prevent Duty and Promoting Fundamental British Values.

From the 1st July 2015 all schools, registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the *Prevent Duty*.

EYFS key themes and commitments

Procedures

Safeguarding is at the heart of everything we do, therefore to ensure that we adhere to and achieve the requirements of Prevent Duty, we will;

- Provide appropriate training for staff as soon as possible, and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- Build children’s resilience by promoting *fundamental British values*, enabling them to develop the courage and confidence to challenge extremist views. The EYFS sets standards for learning, development and care, which are embedded within children’s PSED, Communication development and Understanding the World.
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology. This will begin as we aim to develop respectful and open relationships with parents, using information gathered from registration forms, and our knowledge of families gained from home visits.
- We will ensure staff understand the possible risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families, so we are well-placed to notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our local LSCB for guidance and support.
- We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.
- We will ensure that our Designated Lead Practitioner in Safeguarding will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff.



- We will ensure that any resources used in the pre-school are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
- Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

“Fundamental British Values”

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice on a daily basis at Netherfield Pre-school, a few examples are listed below:

Democracy: Making decisions together: PSED;

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and opinions, and talk about their feelings. For example, saying when they do or do not need help.

When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make, and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are listened to and valued.

Rule of Law: Understanding rules matter: PSED

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

Individual Liberty: Freedom for all: PSED & UTW

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



Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- That any child should be treated less favourably than other child, for any reason. All children and families will be treated with unconditional positive regard.

Reporting a Concern

- If a child is at immediate risk of harm, our safeguarding procedure will be followed - please see our 'Safeguarding: Role, Responsibilities and Procedures Policy'.
- If the DSL deems that there is not enough time to wait for a response from SPOA, i.e. the child is in immediate danger, then the police will be called immediately.
- If a child is not thought to be at immediate risk, and it is not an emergency, the DSL will:
 - Make a referral to Channel using the National Prevent Referral Form.
 - Make a referral to SPOA using a SOR Form.
 - Contact the local police force, or dial 101 to discuss the concern and gain advice.
 - Contact the Department for Education on 020 7340 7264 (dedicated extremism helpline)
 - The Department for Education via email:
counter.extremism@education.gsi.gov.uk



1.12 Safeguarding Children Policies and Procedures – Female Genital Mutilation (FGM)

Training

- All practitioners will complete Female Genital Mutilation (FGM) Training via the East Sussex Learning Portal.
- All practitioners will complete the assessment task, and their certificate of completion will be stored in the staff information folder.
- This training will be repeated for all every two years.

Vigilance

- All practitioners are responsible for remaining vigilant to FGM at all times.
- If a practitioner is concerned about a child's welfare with regards to FGM, they will speak to the DSL as soon as possible.
- As professionals we have a mandatory duty to report cases of FGM, known or suspected.

Reporting a Case

- If it is suspected that a child at risk of FGM, the DSL will contact the SPOA on 01323 464222 to seek advice.
- If the DSL deems that there is not enough time to wait for a response from SPOA, i.e. the child is in immediate danger, then the police will be called immediately.
- If it becomes apparent (through being informed or through observing physical evidence) that the child has been subject to FGM, the DSL will call the police immediately as a crime has been committed. The DSL will also send a SOR (Statement of Referral) through to SPOA via secure email.
- The DSL will work with the police, and follow any protocols and procedures necessary.



1.13 Safeguarding Children Policies and Procedures - Lockdown Policy and Procedures

Policy Statement

Netherfield Pre-school recognises the potentially serious risks to children, staff and visitors in harmful or emergency situations.

Our lockdown procedure may take place where there is a perceived risk of threat to Netherfield Pre-school, its staff, children, visitors or surrounding property.

Where possible, the pre-school will act to ensure the safety of all personnel in the setting in the following situations:

- In the event that unauthorised person(s) considered dangerous, are on the pre-school grounds/ or neighbouring school site.
- In instances including domestic breakdowns where estranged parties are attempting to abduct children.
- In instances where personnel, students, volunteers or staff from within the setting become a threat to the well-being of others.
- In emergency situations within the environs of the pre-school where there is potential risk from spills or poisonous fumes.

A lockdown will be initiated by alerting staff. The person identifying the risk will calmly, clearly and quietly alert the other staff to a Lockdown, while at the same time not necessarily agitating the trespasser, if that is the nature of the alert.

Lockdown procedures

Follow the **CLOSE** Procedure

Close all doors and windows

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing any attention

Endure. Be aware that you may be in Lockdown for some time.

The following steps provide guidelines for staff, students and visitors in an emergency situation:

1. On hearing the lockdown signal the Pre-school Manager/Deputy will call for assistance – 999
2. Once the alarm is activated, immediately advise Netherfield CofE Primary School of the emergency situation including details of what is happening, where and who is involved.
3. Staff will lock the back door and draw blinds on all windows.
4. The person identifying the risk will calmly, clearly and quietly alert the other staff to a Lockdown, this will signal lockdown procedures to take effect immediately.

Lockdown –Roles and Responsibilities

Beforehand:

Manager:

1. Ensure that the Lockdown procedure is posted on the Main Notice board and other key locations.



2. Allocate key roles and ensure deputies for those staff in case of absence. Ensure the Lockdown Procedure is known by all staff at a frequency that reflects local risk assessment, and that children are encouraged to practice age appropriate scenarios but at minimum twice per year.
3. Update staff with information on emergency services exercises, disputes with parents/carers, custody cases, banning cases etc. on a regular basis.
4. Inform appropriate interested parties and parents/carers of the procedure they should follow in the event of a Lockdown e.g. If there is an incident, possibly a large fire in a nearby building/house or school, do not come to the establishment for your children as you may be putting yourself at risk. We will keep all our doors firmly shut. We will keep your children safe. Do not 'phone the Establishment as we will be using the telephone for communicating with the authorities. Listen to the Local Radio for further information' (also see During Lockdown 1)

All Staff:

On hearing the Lockdown signal: Staff identifying the emergency situation or risk will calmly, clearly and quietly alert the other staff to a Lockdown

STAFF OUTSIDE the building, without panic but with due urgency

1. Usher all inside to go to the main room, unless unsafe to do so when an alternative should be communicated.
2. Check that there are none who miss the signal as they are in 'hidden' areas etc.
3. Close and lock doors (ensure magnet is secure and manually locked) windows and other potential access points

STAFF INSIDE the building

1. Remain by external doors until they are locked and supervised (ensure magnet is secure and manually locked)
2. Take on allocated duties or proceed to own room
3. Lock external room's doors, close windows.
4. If smoke, noxious fumes etc., outside, turn off ventilation fans etc.
5. Move away from windows if appropriate and pull down blinds
6. Instruct the children to sit on the floor and keep them calm.
7. Collect medical box, register and mobile phone.
8. Do a head count immediately and register.
9. Ensure that everyone remains sitting quietly and out of sight.
10. No one should be allowed out of the room or safe area during a lockdown procedure.
11. Await further instructions or confirmation that the incident has concluded.

MANAGER (or person temporarily in charge):

1. Take command and control and ascertain cause of alert.
2. Ensure Emergency Services and if appropriate, security services are contacted.
3. Ensure that procedures have been activated and completed.
4. Receive headcount and situation reports.



5. Ensure occupants are moved away from potential hazards e.g. from the side of the building facing fire or potential explosion and in storms away from windows, canopies and tree areas.

During Lockdown:

MANAGER (or person temporarily in charge):

1. Agree activation of an appropriate response to anxious telephone calls with responding staff to include:

'Please do not come to the site, you may put yourself and those here at risk. We will keep all our doors, windows etc. firmly shut and occupants safe. If you insist on coming to the site we will not let you in'

NB: It will be necessary to have a contingency plan for those who ignore and challenge these instructions. The safety of yourself and the majority must be your prime concern. However, you may have to 'release' individuals in a manner that does not let potentially contaminated people or contamination in e.g. quickly allowing exit through controlled twin sets of downwind doors.

2. Liaise with Emergencies Services

After Lockdown:

MANAGER (or person temporarily in charge):

1. Liaise with Emergencies services regarding any necessary on-going support and actions.

Later:

MANAGER (or person temporarily in charge):

1. Review lessons learnt from incident with appropriate parties.



1.14 Safeguarding Children Policies and Procedures -Attendance Monitoring

Policy Statement

It is important that our records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns. All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children and learners stop attending.

We are aware that attendance is not statutory, but that non-attendance could be an indicator of other concerns. We are particularly aware of the need to monitor groups such as children who are in receipt of two year old funding, and those for whom we receive Early Years Pupil Premium, as these groups are considered to be vulnerable learners.

Procedures

- Children's attendance is monitored through daily registers. All absences and reasons given for them are recorded.
- Parents are asked to inform us in person or by phone, if their child will not be attending for any reason, as soon as possible. If we are not contacted, we will ask parents about absences on the child's return.
- All absences will be recorded, and frequent absences (50% attendance or less) will be investigated and further action or monitoring considered. We will always discuss our concerns with parents and endeavour to enable children to attend as regularly as possible.
- Absence is also monitored for the health and well-being of children, for example so that we are aware of outbreaks of illness which need to be investigated, or to warn parents of infections such as German measles.
- Monitoring attendance and use of government funded hours may be passed on at the local authority's request.
- If a child is missing from pre-school on several occasions or stops attending the setting with no explanation, staff are alert to the possibility of risk of abuse or neglect, and informs the DLS who will investigate and liaise with outside agencies.

Funded places;

- Two, three and four year old funding is provided through the local authority. This is public money and we feel that we have a duty to ensure it is used appropriately. If a place has been reserved but is being used for less than 50% of booked session, we reserve the right to offer that place to any child who may be on our waiting list, for example, a child who has been allocated two year old funding, but cannot take up a place because sessions are full. This way we can be sure to use the funding to its best effect.
- We would discuss reasons for absence with parents before retracting the funding offer, and make every effort to work with them to encourage them to increase attendance. Funding would only be withdrawn as a last resort, and at the end of a school term.



1.15 Safeguarding Children Policies and Procedures - Induction of staff, volunteers and managers

Policy statement

We provide an induction plan for all staff and managers in order to fully brief them about the setting, the families we serve a, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including the trustees and fund raising committee.
 - Familiarising with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures have been read and carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Details of the tasks and daily routines to be completed

The induction period lasts for two weeks. The manager inducts the new staff.

The chair person inducts new managers.

During the two week induction period the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction period forms part of the probationary period.



1.16 Safeguarding Children Policies and Procedures - First Aid

Policy statement

In our setting, staff are able to take action to apply first aid in the event of an accident involving a child or adult. All staff employed by Netherfield Pre-school working with the children are required to have first aid training and hold a current first aid certificate. This must be completed as part of the staff initial training programme. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children. In house first aid refresher training will be given as a minimum on a yearly basis or more frequently as required.

Procedures: The first aid kit contains:

- Sterile adhesive dressing (individually wrapped) 40.
- Eye pad – sterile 4.
- Sterile triangular bandage 4.
- Safety pins 12.
- Scissors
- Tweezers
- Plasters(individually wrapped) assorted
- Sterile water
- Sterile medium dressing 8.
- Sterile large dressing 4.
- Non allergic waterproof adhesive tape.
- Disposable gloves
- Accident book
- 2 pairs of disposable gloves
- 1 plastic disposable apron
- A children forehead strip thermometer

The first aid box is easily accessible to adults and is kept out of reach of children.

No un-prescribed medication is given to children, parents or staff unless parental permission is granted.

At the time of each child's admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest accident and emergency department to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.



1.17 Safeguarding Children Policies and Procedures - Whistle Blowing Policy

Policy Statement

At Netherfield Pre-School our staff members' views, feelings and opinions are respected and taken seriously in every situation. We are, as a setting, committed to tackling any malpractice or wrong doing and will deal with these disclosures with immediate effect. This policy is for all staff, students and volunteers (although volunteers are NOT covered by the Public Disclosure Act 1988) who are currently employed or have left our employment. The Act applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- A criminal offence,
- The breach of legal obligation,
- A miscarriage of justice,
- A danger to the environment, or
- Deliberate covering up of information tending to show any of the above.

Procedure

All concerns will be dealt with as soon as practically possible, ensuring the needs of the business and the safety of our children are always maintained.

Whistleblowing is the term used when someone who works with or for an organisation, wishes to raise concerns about malpractice in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety or the environment), and the cover up of any of these.

Whistleblowing is very different from a complaint or a grievance. It only applies when you have no vested interest and are acting as a witness to misconduct or malpractice that you have observed.

A complaint is more personal in that in most circumstances you or someone close to you, will have been affected by the issue concerned and you are seeking redress or justice for yourself. In these circumstances, because you have an interest in the outcome of the complaint, you would be expected to be able to prove your case; Ofsted has limited powers to deal with complaints.

A grievance is when an employee has a dispute about their own employment position. If you are an employee with a grievance, we recommend that you refer to your local procedures. Ofsted cannot take action over grievances.

The Public Interest Disclosure Act (PIDA) 1998, also known as the whistle blowing act is intended to promote internal and regulatory disclosures and encourage workplace accountability and self-regulation. The Act protects public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it is a concern about child safeguarding and welfare systems, financial malpractice, danger, illegality or other wrong doing. The concern may relate to something that is happening or has happened in the past. Staff are



protected from reprisal if their concern is genuine and honest however you must be acting in the public interest and not for personal gain to be allowed this protection.

For more information on the Public Interest Disclosure Act (PIDA) 1998 please see www.pcaw.co.uk/law/uklegislation.htm

We at Netherfield Pre – School support measures that protect whistle-blowers from any form of victimisation. We have a procedure to ensure concerns are dealt with effectively and efficiently and will do all that we can to preserve the confidentiality of the person/s who has raised a concern.

If a member of staff, volunteer or student has a concern the procedure below should be followed:

- Firstly raise your concern with your manager; if you are unable to do this (possibly because your concern relates to them) your concern must be raised with Jenny Dudgeon (chair of Trustees).
- However if you feel that your concern is related to the running of the setting or for any other reason that you feel Jenny Dudgeon would not be the most appropriate person to deal with the concern then please feel free, at any time to contact an outside agency or the local authority for support and advice. Agencies that may be able to help you are OFSTED, an Early Years Consultant/Advisor, college or citizen advice.
- Concerns can be verbal or written.
- Write your concerns down clearly and include the background, history, names, dates and places and reason for the disclosure. When raising a concern the whistle - blower needs to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur.
- If at any time during the process you are unhappy with the response you must seek independent help and support.
- It is advisable, in terms of both addressing the concern and securing their own protection as a whistle-blower, to raise this first with a body that has some oversight of the work of the setting. This may be a governing body/committee, the local authority early years and childcare service, a national regulator such as Ofsted, or the student's educational establishment.
- If your concern is about an immediate or current risk to an individual child or children, it is important that you follow Local Children Safeguarding Boards (LSCB) Child protection procedures.

Who to contact

Ofsted – contact can be made as follows:

On their dedicated whistleblowing hotline:

0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).

By email to the whistleblowing team – whistleblowing@ofsted.gov.uk.

By post: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD



Confidentially

All concerns, questions, requests for information, suggestions, complaints or grievances will be treated with confidentiality in mind and only staff members that have relevance to the situation will be informed. The senior team may well need to be made aware to maintain a consistent approach and to allow them the smooth running of the team. This will be assessed on each individual case. All concerns will be treated with confidence and every effort will be made not to reveal a staff members, volunteers or students identity. All outside agencies will have their own policies in relation to whistle blowing and will have reference to confidentiality within them. If requested, I am sure these policies will be presented.

All concerns raised within the remit of the above procedure will be assessed to determine if the confidentiality extends to withholding the name of the complainant. There shall be a substantial reason for doing so, such as a real risk of personal harm.

The complainant should be aware however, that their identity may be revealed by inference.

We at Netherfield Pre – School accept that deciding to report a concern can be very difficult and uncomfortable. If a member of staff, volunteer or student makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him/her. If, however, a member of staff, volunteer or student makes an allegation frivolously, maliciously or for personal gain, disciplinary actions may be taken against them.



Appendix A

FRONT SHEET FOR WELFARE CONCERNS/CHILD PROTECTION FILE

Date file started				
Child's name (in full)		Date of birth		
Any other name/s by which the child is known				
Home address		Current address (if different)		
Home telephone number		Current telephone number (if different)		
FAMILY MEMBERS: PARENTS, STEP-PARENTS, CARERS				
Name	Relationship to child	Address	Parental responsibility for child?	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
			☐ Yes ☐ No	
FAMILY MEMBERS: SIBLINGS				
Name	Address	Educational establishment		
None				
Are records held in the establishment relating to other connected children?	☐ Yes ☐ No	If yes, which files are relevant?		
CONTACT DETAILS OF OTHER PROFESSIONALS				
Name	Agency/Role	Contact details (address and telephone)	Start date	End date



Legal Orders	Add type and start date			
Contact arrangements and restrictions to contact				
Details of plans relating to the child Type e.g. CP Plan Family Support Plan	Start date	End date	Category	



Appendix B CHRONOLOGY TEMPLATE

Date of Significant event	Information (Detail)	Source of information/ evidence (Name or document and where held)	Response or Outcome (Impact on child/risk/plan and action taken/agreements achieved)	Recorded by	Outstanding actions
Example: 01-01-2017 Please delete before use.	Class teacher reported Annie Apple has become increasingly withdrawn and unable to concentrate	Welfare concern form placed on file	DSL requested teacher speak with parent at end of day to advise this has been noticed and whether any changes or concerns and update DSL after. DSL checked Children Index no agency involvement evident.	Ms Wise class teacher	Ms Wise to update DSL 01-01-2017
01-01-2017 Please delete before use.	DSL and Ms Wise discussed parent information: Parent advises no changes at home no knowledge of why Annie is withdrawn	Ms Wise	DSL requests Ms Wise monitor Annie's presentation for ability to concentrate, mood and general wellbeing and review in one week, updating immediately if any significant change	DSL on Welfare concern form in file	DSL to review with MS Wise on 08-01-2017
08-01-2017 Please delete before use.	DSL followed up Annie's progress with Ms Wise. Ms Wise advised continuing	Ms Wise	DSL ongoing monitoring for a further week, Ms Wise to provide opportunities for Annie to talk about any worries	DSL record on chronology	Ms Wise to provide opportunities for Annie to talk. DSL to review in one week 15-01-2017



	<i>behaviours. Parent more withdrawn at collection and drop off.</i>				
11-01-2017 Please delete before use.	Contact from Children’s Social Care SPOA team worker Betty Smith seeking information. CS confirmed this was due to alleged physical assault of mother witnessed by Annie last night; police attended.	Betty Smith Children’s Social Care	DSL shared information from child’s school welfare file. CS advised due to nature of DA and disclosure of history of DA s47 Strategy meeting to be held 14-01-2017. Father not to collect child from school at this time	DSL record of information on welfare form and on chronology. Safety plan for child put in place, front sheet updated re contact and front desk, teacher and TA alerted. Individual child CP file started.	DSL to attend strategy meeting 14-01-2017.



Appendix C

Netherfield Pre-school

CHILD PROTECTION /WELFARE CONCERN FORM

To be used to record low level concerns or serious child protection concerns requiring immediate response

Child's name			
Child's date of birth			
Staff member reporting incident name and position (print name)			
Date of incident (dd/mm/yyyy)		Time of incident	
Details of the incident Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. If offering a professional opinion provide context to substantiate the opinion. Attach a body map or other information, if appropriate.			
Reporting staff member's signature		Date	
Please pass this form to the your Safeguarding Lead Yve Puxty			



The Safeguarding Lead

The Safeguarding Lead should record their analysis of the impact of historic and known information, considering the chronology and current information relating to this incident or concern on the child's welfare.

Analysis and response to the incident/concern

Note actions planned and taken, including names of anyone to whom the information was passed.

Outcomes

Record outcomes of the actions taken and forward planning, including plan to review outcome and impact.

Safeguarding Lead's name			
Safeguarding Lead's signature		Date	



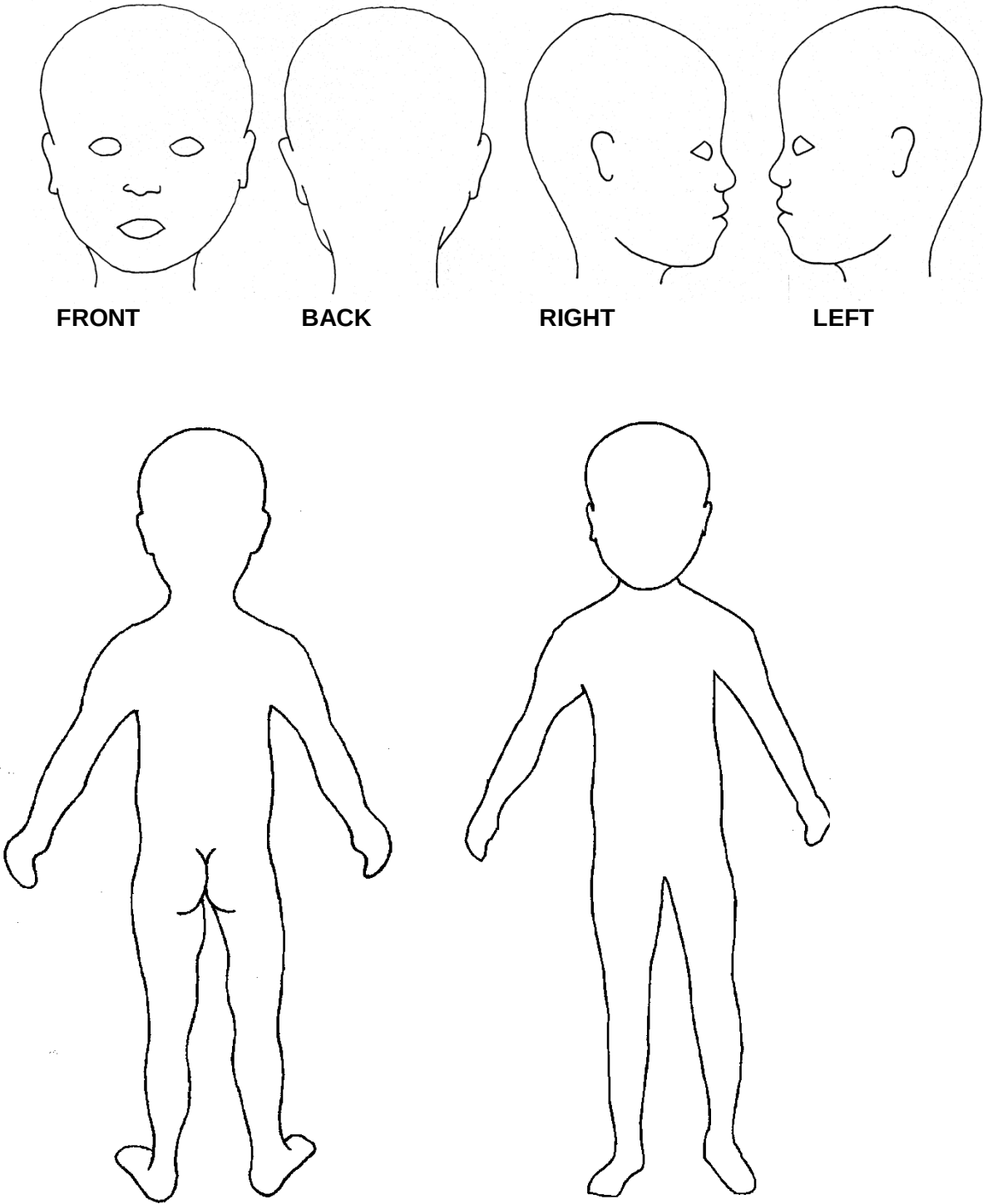


Appendix D

BODY MAP

Child's name		Child's date of birth	
Date of incident (dd/mm/yyyy)		Person completing body map	

Detail size nature and any additional identifying features of injury



**Appendix E****Transfer receipt of Child Protection Records between Educational Establishments**

Name of child.....

Date of Birth.....

Unique reference number

Name of originating school.....

Address of originating school

Name of Designated Safeguarding Lead originating School.....

Date child taken off role at originating school.....

Date file exchanged.....

Method of transfer (delete as appropriate) Exchanged by Hand/Post (Recorded Delivery)/Secure electronic transfer

Contents of file:

File contents	Number of documents/pages/date range	Any additional details
Any case synopsis or hand over notes		
Front sheet (with relevant family and professional contact details)		
Chronology		
Welfare concern forms		
Statements of referral to social care		
Assessments		
Referrals to other agencies		
Minutes of meetings		
Formal Child Plans (Early Help/Child Protection/Health Care etc.)		
Legal papers		
Intervention notes (Thrive/therapeutic/attendance support etc.)		

Name of receiving school.....

Address of receiving school

Name of Designated Safeguarding Lead (receiving school).....

Date child placed on role at receiving school.....

Date file received as outlined above.....

Signature of current Designated Safeguarding Lead



Appendix F

Netherfield Pre-school

CHILD PROTECTION INCIDENTS OR WELFARE CONCERNS

RECORDING AIDE MEMOIRE FOR STAFF

Safeguarding children is a task for everyone at Netherfield Pre-school.

All staff members at Netherfield Pre-school have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage.

For some children a one-off serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child.

It is vital that any concern you have for a child's welfare, however, small is recorded and passed to our designated safeguarding lead.

Your designated safeguarding lead is

Yve Puxty
01424 838714

What should you do if you have concerns?

- ✓ **You must pass concerns to the designated safeguarding lead or another designated person in the Safeguarding Lead's absence, as soon as possible after they are identified and, where possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.**
- ✓ **The designated safeguarding lead is responsible for referring child protection concerns to Children's Social Care. Although the timing of referrals is based on assessed risk, it is expected that referrals will be made usually within one working day of recognition of risks. It is important, therefore, that the designated safeguarding lead is made aware of concerns as soon as possible.**
- ✓ **In the first instance, you could pass concerns to the Safeguarding Lead verbally, but you must follow this in writing. All concerns must be recorded on the welfare concern form.**
- ✓ **Do not keep any separate systems to note concerns. You must use the system detailed in this aide memoire. This is to ensure proper communication, collation, and storage of information and reduce the potential for fragmented record keeping.**



What is a child protection or welfare concern and when should you record and report it?

When there are any concerns that might indicate possible abuse or neglect, or that indicate a need for early help the concerns need to be recorded and passed to the designated safeguarding lead.

For example (this is not an exhaustive list):

- Physical presentation of the child
- Marks on the child's body or physical injuries
- Unusual or different/changed behaviour
- Behaviour not appropriate to the child's age or development
- Mood changes
- Statements, stories or drawings from the child
- Missing from the establishment or non-attendance without a reasonable explanation
- Information from others, including siblings, parent who does not have residence, friends, other children, members of the public, etc.
- Concerning parental behaviour towards the child
- Concerning letters, telephone calls or contacts from the parent to the establishment
- Direct disclosure or allegation made by the child

What should you record on the welfare form?

Basic information

- ✓ Full name and date of birth of child – in full do not use initials
- ✓ Your name and job title – in full do not use initials
- ✓ Date (include year!) and time of incident
- ✓ Full details of all other people involved

Details of concerns

Use the list in the box above as a guide and record as much information as possible. Pay particular attention to:

- ✓ Visible injuries or marks (use the body map provided)
 - ✓ General demeanour and appearance
 - ✓ Changes in behaviour and mood or changes in classroom functioning
 - ✓ Response to sport and physical education (PE)
 - ✓ Relationships with peers and adults
 - ✓ Statements made by the child, comments, stories, drawings
 - ✓ Parental behaviour, interest and comments
 - ✓ Patterns of non-attendance
 - ✓ Hearsay and nagging doubts you have about the child's safety and welfare
- Make sure the information is factual and any opinions are substantiated.
 - Use the child's own words when recording a direct disclosure.
 - Do not examine the child specifically for any physical marks or injuries - only do what you would normally do as part of your duties. Record only what you can see or the child has reported.
 - Record all the actions you have taken.
 - Make sure the details are legible before you pass the record to the Safeguarding Lead.



Actions for the Safeguarding Lead

When a welfare concern form is passed to you

- ✓ **Check that the form is sufficiently detailed.**
- ✓ **Check that it has been dated and signed by the staff member who reported the concern.**
- ✓ **If a body map has been completed or there are any other documents referred to in the record, ensure these are securely attached and are, where appropriate, dated and signed.**

Complete the 'Analysis and response to the incident/concern' section of the form

Record your analysis and response to every welfare concern form passed to you this should reflect the history of the child. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include:

- Requests to staff for monitoring of specific aspects of the child's presentation, behaviour, attendance, etc. with a timescale for review
- Discussions and telephone calls, with colleagues, children and parents, with a record of full names and dates, any agreed actions
- Professional consultations and requests for information including a record of who was consulted (full name and job title) and dates consulted
- Letters sent and received
- Detail of action planning and date for review

Complete the 'Outcomes' section of the form

Record the outcomes of any responses or action you took, with dates, for

Example:

- Referral sent to Children's Social Care or the police contacted
- Whether or not parental consent was obtained for sending the referral and the reason for referring without consent, i.e. the child is at risk of significant harm
- Contact from Children's Social Care or police in response to the referral, including contact with the child
- Strategy discussion or meeting under child protection procedures and the establishment's involvement, if invited, e.g. who took part, when and any outcomes
- Details of referral sent to other agencies and contact from other agencies in response to referral, including contact with the child
- Appointments for child with other agencies
- Impact of any interventions, including date reviewed and reassessment analysis
-

Update the chronology

Update the chronology with brief details of the concern, the response, outcomes and future actions and review dates. Continue to use the chronology to record activity and relevant information.

Update the child's file as new documents are produced or received

File all copies of referrals sent, letters sent and received, minutes of strategy discussions and child protection conferences and any other relevant documents in the child's file.

Cross-reference to files for other children in the family

Update the chronology in each child's file and ensuring relevant documents are copied across to each file.

**Appendix E****Transfer receipt of Child Protection Records between Educational Establishments**

Name of child.....

Date of Birth.....

Unique reference number

Name of originating school.....

Address of originating school

Name of Designated Safeguarding Lead originating School.....

Date child taken off role at originating school.....

Date file exchanged.....

Method of transfer (delete as appropriate) Exchanged by Hand/Post (Recorded Delivery)/Secure electronic transfer

Contents of file:

File contents	Number of documents/pages/date range	Any additional details
Any case synopsis or hand over notes		
Front sheet (with relevant family and professional contact details)		
Chronology		
Welfare concern forms		
Statements of referral to social care		
Assessments		
Referrals to other agencies		
Minutes of meetings		
Formal Child Plans (Early Help/Child Protection/Health Care etc.)		
Legal papers		
Intervention notes (Thrive/therapeutic/attendance support etc.)		

Name of receiving school.....

Address of receiving school

Name of Designated Safeguarding Lead (receiving school).....

Date child placed on role at receiving school.....

Date file received as outlined above.....

Signature of current Designated Safeguarding Lead