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| Bomere Heath Sunshine Pre-school | 2023 |
| This document outlines the setting policies and procedures as required by Ofsted. It provides advice for parents and legal requirements of the setting .  | Policies and Procedures |
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| These policies were updated September 2023 |  |
| Adopted at meeting | Signed |
| These policies were adopted at the AGM 2023 |  |
|  | Signed |

1.Safeguarding and Child Protection Policy

# Key Personnel

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| --- | --- | --- |
| **Role** | **Name** | **Contact details** |
| ManagerDesignated Safeguarding Lead (DSL)\*/\*\*Designated Teacher For looked after and previously looked after childrenSEND Lead | Kerry Prince | sunshinepreschool@live.co.uk07743 19798807495 827078 |
| Deputy DSL(s)\*/\*\*Deputy SENCO | Josephine Driscoll | sunshinepreschool@live.co.uk07743 19798807923 952373 |
| Chair of Committee\* | Zoe Isaacson | zisaacson1@gmail.com |

*\*Out of hours contact details will be made available to staff / Manager*

*\*\*Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and Safeguarding Partnerships*

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#

# Policy Scope and Aims

This policy applies to anyone working on behalf of Bomere Heath Sunshine Preschool including managers staff, volunteers, committee members, contractors, agency staff and students.

The policy is publicly available on the setting website (or paper copy available in foyer of preschool), please provide a member of staff with your email if you would like to request a Word version of our policies so that it can be accessible for our children; their families and anyone visiting and /or working with us.

The policy aims to meet the requirements as outlined in Part 2 Keeping Children Safe in Education 2023 (page 27). This is a legal requirement for schools and colleges and useful information for Early Years settings.

# Safeguarding Statement

We believe that:

* All children have the right to protection from all types of abuse.
* Everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

This means that we will:

* Not tolerate the abuse of children. This includes never accepting and always challenging or raising concerns about words or actions which downplay, justify, or promote abuse. This applies to anyone who is part of, comes into or works with our setting.
* Be child centred and ensure that we consider the best interests of children in everything that we do.
* Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
* Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations of abuse or neglect of a child.
* Ensure no child or group of children are treated less favourably by us than others.
* Be aware of and take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse or discrimination.
* Work in partnership with our children, their parents, carers, and other agencies.

# Key Terms

**Safeguarding** and promoting the welfare of children is defined as:

* protecting children from maltreatment,
* preventing impairment of children's mental and physical health or development,
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* taking action to enable all children to have the best outcomes.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the specific activity that is undertaken to protect skpecific children who are suffering, or are likely to suffer, significant harm.

**Abuse** isa form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There are a number of types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 5 and Annex B of Keeping Children Safe in Education 2023.

**Staff** refers to all those working for or on behalf of the setting, full or part time, temporary or permanent in either a paid or voluntary capacity. The exception to this term is Committee members.

**Committee members** refers to those who are part of the settings committee, this includes parent committee members.

**Child** includes everyone under the age of 18.

A **Parent** refers to birth parents and others who have parental responsibility (as defined by the Children’s Act 1989) or has care of a child.[[1]](#footnote-1)

# Legislation, Standards and Guidance

This policy is based on the following legislation, guidance, standards, and procedures:

|  |  |  |
| --- | --- | --- |
| **Legislation** | **Statutory National Guidance/Standards** | **Local Procedures** |
| * Children Act 2004
 | * [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and any legislation or guidance (statutory/non-statutory) outlined or referenced within it. *This is a requirement for schools and useful guidance for Early Years*
* [Early years foundation stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) and any legislation or guidance (statutory or non-statutory) outlined or referenced within it.
 | * [West Midlands Safeguarding Children Procedures](https://westmidlands.procedures.org.uk/)
* [Shropshire Safeguarding Community Partnership (SSCP) Childrens Threshold Document](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/?b=Shropshire)
* [Shropshire Safeguarding Community Partnership Allegations about staff/volunteers protocol](https://westmidlands.procedures.org.uk/local-content/ygjN/lado-managing-allegations)
* [Shropshire Early Years Operation Encompass Protocol](https://beta.shropshirelg.net/safeguarding-and-child-protection/early-years-operation-encompass/)
 |

# Linked Policies *(please delete/amend/add as appropriate)*

|  |  |
| --- | --- |
| * Behaviour/Anti-Bullying Policy
* Staff and student Behaviour Policy
* Whistleblowing
* Health & Safety
* Allegations against staff
* Complaints
* Curriculum
* SEND
 | * Accidents and First Aid
* Illness and Medical Emergency
* Online Safety, including staff use of mobile phones/ devices with imagery and sharing capacity.
* Risk Assessments
* Safer Recruitment
* Disciplinary and grievance
* Nappy changing Policy and Procedure
* Toilet Training Policy and Procedure
* Confidentiality Policy
 |

# Roles and Responsibilities

We follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance); adhering to the roles and responsibilities and expectations identified for:

## The Committee members:

Have a strategic leadership responsibility for ensuring we take a whole setting approach to safeguarding arrangements as outlined in this policy and that we comply with our duties under [Legislation and Guidance](#_Legislation_and_Guidance_1). Part 2 Keeping Children Safe in Education outlines their key responsibilities.

The Chair of the Committee is responsible for leading on the governance oversight of safeguarding arrangements; regularly meeting with the Designated Safeguarding Lead. A safeguarding report will be presented by the DSL to the committee at termly meetings. The DSL and chair may meet more frequently to ensure individual cases of safeguarding are being handled correctly. The chair will liaise with the Local Authority in the event of an allegation of abuse made against the Manager in line with [Ensuring safe staff](#_Managing_allegations_(including) .

All Committee members will ensure:

* The setting has a Designated Safeguarding Lead who has the appropriate status and authority to carry out duties of the post and is provided with the time, funding, resources, and support needed to carry out their role effectively.
* The setting has safeguarding policies and procedures in place (as outlined in Part 2 Keeping Children Safe in Education) that are implemented effectively and comply with our duties under [Legislation, Standards and Guidance](#_Legislation_and_Guidance_1) at all times.
* All staff are knowledgeable and confident in carrying out their safeguarding duties in line with [Professional development and support](#_Professional_development_and_1).
* That the effectiveness and implementation of safeguarding arrangements are robustly overseen by the Committee. At each termly committee meeting the manager will detail safeguarding training undertaken by staff and provide an overview of our current involvement in support for families.

## The Manager:

Is also the Designated Safeguarding Lead and is responsible for ensuring safeguarding arrangements are implemented effectively in setting.

This includes**:**

* Having the overarching responsibility of ensuring the effectiveness of our setting safeguarding arrangements as outlined in this policy.
* Being accountable and reporting to the committee on the effectiveness of setting safeguarding arrangements.
* Supporting and promoting a whole setting safeguarding culture and ethos as outlined in our [Safeguarding Statement](#_Safeguarding_Statement_1). This includes ensuring that we all work together to ensure a whole setting approach to safeguarding.
* Take the lead role in [Ensuring Safe Practice](#_Online_Safety); including ensuring staff are knowledgeable and confident in their safeguarding practice. The manager is also the lead person responsible for receiving, managing, and referring to/liaising with the Local Authority Designated Officer or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use setting premises. The DSL will be supported by the deputy manager/DSL.
* Enabling the deputy Designated Safeguarding Lead to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
* Ensuring that all setting policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.

## Designated Safeguarding Lead (DSL):

Takes the lead responsibility for safeguarding and child protection in our setting. Annex C Keeping Children Safe in Education 2023 outlines their key responsibilities. Our Deputy Designated Safeguarding Lead (hereafter referred to as DDSL) support the Designated Safeguarding Lead in the discharge of their responsibilities.

Responsibilities include:

* Ensuring that the setting has a child protection policy is in place as required by Keeping Children Safe in Education, that is implemented and followed by all staff.
* Being available to deal with safeguarding and child protection during setting hours. The DSL/DDSL can be contacted by email out of hours.
* Acting as the point of contact with whom to raise safeguarding concerns within (including those raised by the setting filtering and monitoring system) and to our setting.
* Supporting the Manager to [Ensure Safe Practice](#_Online_Safety) in setting.
* Managing safeguarding referrals to the Local Authority; Police and any other statutory authorities or multi-agency risk management arrangements (see [Designated Safeguarding Lead Response](#_Designated_Safeguarding_Lead)).
* Working closely with the Governing Body, Manager and relevant senior leadership team members to ensure a whole setting safeguarding culture and ethos as outlined in our [Safeguarding Statement](#_Safeguarding_Statement_1) and the implementation of effective safeguarding arrangements, as outlined in this policy.
* Acting as the point of contact to and proactively engaging with the Shropshire Safeguarding Community Partnership arrangements as outlined in [Working in Partnership](#_Working_in_Partnership_1).
* Ensuring children and parents are aware of how and encouraged to raise safeguarding concerns and how they will be responded to as outlined in [Working in Partnership](#_Working_in_Partnership_1).
* Act as a source of support, advice, and expertise to all staff; including ensuring that there is ongoing promotion and awareness of safeguarding and children protection in setting.
* Ensuring the effective management and oversight of safeguarding information as outlined in [Record Keeping and Information Security](#_Online_Safety_2).
* Maintaining and access [Professional development and support](#_Professional_development_and_1).

## Key Person

## Help ensure that every child’s care is tailored to meet their individual needs.

* Help the child become familiar with the setting.
* Build a relationship with the parents.
* Offer a settled relationship for the child.

## All staff (including students and volunteers):

Are expected to work in line with our [Safeguarding Statement](#_Safeguarding_Statement_1) and adhere to the policies, processes and systems that support safeguarding as outlined in this policy. This specifically includes:

* Accessing and maintaining [Professional development and support](#_Professional_development_and_1) to ensure they remain knowledgeable and confident in their safeguarding practice.
* Recognise, Respond and Report [Staff Safeguarding Concerns](#_Record_Keeping_and_2)
* Engaging in [Safe Practice](#_Online_Safety). This includes raising concerns (however small) about individual behaviour or practices or cultures in the setting that compromise the safety of children as outlined in [Ensuring safe staff](#_Managing_allegations_(including).
* [Teaching our children how to keep safe](#_Teaching_safeguarding_to)

# Professional development and support

To ensure all our staff and committee members are knowledgeable and confident in keeping children safe in our setting; they will complete the professional development activities as outlined below. We monitor professional development activities and maintain a central professional development record.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead provide all staff with ongoing safeguarding support, advice, and expertise. Staff safeguarding knowledge and competence is overseen as part of the staff induction, appraisal, and performance processes in setting. This will be through formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. The DSL/DDSL are always present during sessions. There is continuous discussion from day to day keeping our team up to date and able to support families and children appropriately.

Effective supervision provides support, coaching and training for practitioners and promotes the interests of the children. It should foster a culture of mutual support, teamwork and continuous improvement, which encourages confidential discussions of sensitive issues. Supervision should provide opportunities for staff to:

• discuss any issues – particularly concerning children’s development or well-being, including child protection concerns

• identify solutions to address issues as they arise

• to improve their personal effectiveness.

. To have a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. If a member of staff is taking medication which may affect their ability to care for children, the staff member should seek medical advice. The setting will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member’s ability to look after children properly.

Staff are also required receive coaching to disclose any information, which may lead to their disqualification as outlined in The Statutory Framework for the EYFS 2021 3.14-3.18 and Keeping Children Safe in Education 2023.

The Designated Safeguarding Lead (and deputy) receive regular support and supervision from the Local Authority Early Years team. Charlotte Percival has safeguarding expertise and offers support through termly updates and can be contacted by email at any time. The chair of the committee is to supervise and support the DSL/DDSL.

## All Staff (including volunteers)

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| **Activity** | **Frequency** |
| Receive information on setting safeguarding arrangements and procedures as outlined in KCSiE 2023 (Part 1: page 7, paragraph 13).  | Induction or when arrangements/procedures are updated. |
| Read [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSiE): * **All Staff:** Part 1; Part 5 and Annex B.
* **Senior Leadership Team:** Entire document
* **Staff who do not work directly with children:** Annex A
 | Induction then annually (in Autumn Term) or when updated. |
| Complete Safeguarding Awareness Training to enable staff to [recognise, respond to and report safeguarding (including online safety and child-on-child abuse) concerns](#_Recognising,_Responding_and_1)  | Induction and then every 3 years |
| Complete Prevent Awareness Training appropriate to role *(see examples of training packages at:* [*The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)*](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation)*)* | Induction and every 2 years. |
| Complete Cyber Security Training (*training packages are available at:* [*Cyber security training for school staff - NCSC.GOV.UK*](https://www.ncsc.gov.uk/information/cyber-security-training-schools)*)* | Induction and then annually  |
| Receive regular national and local safeguarding updates (including those relating to online safety). | Termly meeting for staff disseminate information from updates received. Committee members receive updates at induction and then at least annually in the Autumn term. |

## Designated Safeguarding Leads (including any deputies)

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| **Activity** (in addition to all staff above) | **Frequency** |
| Complete Settings Designated Safeguarding Lead Training to a standard as outlined in KCSiE Annex C | On induction in role and then every 2 years |
| Read [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) in its entirety. | Induction into role then annually (in Autumn Term) or when updated. |
| Maintain knowledge and development relating to the role of DSL [*Early Help*](https://www.shropshire.gov.uk/early-help/practitioners/training-and-events/)/Brook Traffic Light Tool/Other relevant training | As required |

## All Committee members

|  |  |
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| **Activity** | **Frequency** |
| Complete Safeguarding Training to equip them with the knowledge to carry out their strategic [Roles and Responsibilities](#_Roles_and_Responsibilities_1). | Induction and then every 3 years.  |
| Read [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) * **All Governors:** Part 1; Part 2 and Annex B.
* **Chair & Safeguarding Link Governors:** Entire document
 | Induction into role then annually (in Autumn Term) or when updated). |
| Complete Cyber Security Training (*training packages are available at:* [*Cyber security training for school staff - NCSC.GOV.UK*](https://www.ncsc.gov.uk/information/cyber-security-training-schools) * **Committee members with access to preschool accounts**
 | Induction and then annually |
| Complete Prevent Awareness Training appropriate to role *(see examples of training packages at:* [*The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)*](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation)*)* | Induction and every 2 years. |

## Staff/Committee members involved in recruitment of staff (including administration)

|  |  |
| --- | --- |
| **Activity** (in addition to other relevant above) | **Frequency** |
| Read Part 3: [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  | Induction into role then annually (in Autumn Term) or when updated. |
| Complete appropriate safer recruitment training (that is in alignment with Part 3 KCSiE) | Induction and every 3 years (or when KCSiE Part 3 is updated) |

# Ensuring Safe Practice

## Safer recruitment

Weadopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in our setting. All staff/committee members involved in recruitment complete additional safer recruitment training; as outlined in [Professional development and support](#_Professional_development_and_1). Our recruitment procedures are outlined in Safer Recruitment and Retention Policy; Student/volunteer Placement Policy; Recruitment of Ex-Offenders Policyand are in alignment with Keeping Children Safe in Education 2023: Part 3.

As part of our recruitment and selection processes; we ensure that our commitment to safeguarding and promoting the welfare of children is evident to candidates throughout each stage of the process; with any candidate who is not suitable to work with children being deterred and identified at the earliest point. This policy is included in the application information for candidates. We also ensure that all applicants complete a robust application form. We seek suitable references and carry out online social media checks prior to interview; as well as ensure that there is a focus on the candidate’s knowledge and competency in safeguarding practice as part of the interview processes.

In accordance with Keeping Children Safe in Education 2023: Part 3; we maintain a record of information we have received to confirm the necessary pre-appointment safer recruitment checks are completed on staff (including volunteers, supply staff and students); Committee members; [contractors](#_Contractors); and [visitors](#_Visitors) who attend our setting in a professional capacity. We complete the checks on staff, volunteers, and Committee members who we recruit ourselves. For those who are recruited by others; we ensure that we receive written confirmation of the relevant checks completed and check their identification before they are allowed to work unsupervised or engage in regulated activity with children.

Where we do not have all the necessary information or there are gaps in the information; we have robust risk assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment checks or suitability are allowed to work unsupervised or engage in regulated activity with children. We reserve the right to refuse access to the setting site any person who we are not assured is safe to work or engage in regulated activity with children.

On appointment; staff (including volunteers) receive a robust induction programme which provides them with the relevant safeguarding knowledge but also clarity on the expected standards of behaviour within and outside of setting. Please see [Professional development and support](#_Professional_development_and_1).

If any safeguarding concerns of allegations arise relating to a member of staff, committee members or other person working on our setting premises; staff are expected to act in line with [Ensuring safe staff](#_Managing_allegations_(including) and [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Record_Keeping_and_2).

## Contractors

When we have external providers to work in our setting including with children they must agree to provide evidence of a valid DBS certificate. Staff will always be present at these sessions. Any concerns regarding their compliance with their safeguarding responsibilities will be reported to SSCP.

## Visitors

We have procedures for recording the details and confirming the identity of visitors, including prospective candidates. We ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to children. Visitors to preschool will be asked to sign into a visitor’s log, stating their reason for visit. Wherever possible arrangements for a visit will be made beforehand so that staff are expecting them. The staff member signing in will make the visitor aware of the no mobile phone usage policy. If the need to arises they must move to the office to use their phone.

## Use of setting premises for non-setting activities

When we have arranged a extra-curricular activities out of setting hours which is are direct supervision or management by setting staff, this safeguarding policy is to be followed and any concerns should be managed in accordance with [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Record_Keeping_and_2) and [Designated Safeguarding Lead Response](#_Designated_Safeguarding_Lead).

We will follow our [Ensuring safe staff](#_Managing_allegations_(including) procedures if we become aware of any allegations relating to an organisation or individual using our setting premises.

Where we have sessions or activities which are provided by another person or organisation that is using the setting site and not during the settings normal hours or under direct supervision, we seek assurances that they have the required child safeguarding arrangements in place as an individual/organisation as outlined in [Keeping children safe during community activities.](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings#section-2-safeguarding-and-child-protection). This is regardless of whether children who are on roll at our setting access the activity or not.

The arrangements for this will be set out within any transfer of control agreement, (i.e. lease or hire agreement); and failure to comply with these arrangements will lead to termination of the agreement.

## Ensuring safe staff

### Managing allegations (including low level concerns)

We promote an open and transparent culture in which all concerns about the behaviour or conduct of any adults working in, at or on behalf the setting are dealt with appropriately.

There are two levels of allegations / concerns:

1. **Allegations that may meet the harm threshold.**

Circumstances where a someone working within the setting has or may have:

* behaved in a way that have harmed a child, or may have harmed a child and/or
* possibly committed a criminal offence against or related to a child; or
* behaved towards a child or children in a way that indicates that they would pose a risk of harm to children; or
* behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have occurred outside of the setting that could pose a transferable risk.

Allegations that someone that working in, at or on behalf the setting has met the harm threshold should be immediately referred to the DSL in person. Staff may be required to provide a written statement at the request of the DSL.

If the allegation relates to the DSL; this should be immediately verbally reported to the Chair of the Committee or the DDSL.

If there is any conflict of interest or immediate risk of harm to a child or; then the person with the concern must ensure [Immediate safety](#_Immediate_safety) and contact the Local Authority Designated Officer in accordance with [Shropshire Safeguarding Community Partnership Managing Allegations Procedures.](https://www.shropshiresafeguardingcommunitypartnership.co.uk/useful-links/keeping-communities-safe-resources/managing-allegations/)

In most cases; the DSL (or the Chair of Committee if applicable) will lead on managing allegations. See also Whistle Blowing Policy. They will ensure that Part 4 Keeping Children Safe in Education 2023 and [Shropshire Safeguarding Community Partnership Managing Allegations Procedures.](https://www.shropshiresafeguardingcommunitypartnership.co.uk/useful-links/keeping-communities-safe-resources/managing-allegations/)  are applied. Any allegations that meet the above criteria will be referred to the Local Authority Designated Officer within 1 working day and we will follow their advice and guidance.

We will notify OFSTED as soon as reasonably practical and within 14 days of the allegation first being made, informing them of action taken by completing the online form - [Report-a-serious-childcare-incident](https://www.gov.uk/guidance/report-a-serious-childcare-incident) .

It is essential that any allegations of abuse against a member of staff are dealt with quickly, in a fairly and consistent way to effectively safeguard all those involved.

We also have a duty of care towards our staff, and we will provide a named contact for the staff member.

If necessary, we will adhere to our legal reporting duties (such as referring to the Disclosure and Barring Service or Teaching Regulation Agency) as employers as outlined in Part 3 Keeping Children Safe in Education if the criteria for such reporting is met.

1. **Allegations / concerns that do not meet the harms threshold (Low level concerns).**

The term low level does not mean that these concerns are insignificant. A low-level concern is when staff or volunteer may have acted in a way that:

* Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Our staff code of conduct outlines examples of what could be considered a low-level concern;
* Does not meet the harm threshold at point 1 above.

Low level concerns should be reported in person to the DSL or DDSL;to embed our culture of openness and transparency. To ensure that our setting’s values and expected behaviours are lived, monitored, and reinforced by all staff.

The DSL will decide the outcome of all low-level concerns in consultation with the DDSL as appropriate raised in line with Staff and Student Behaviour Policy*.* Consideration will be given to whether there is a pattern of behaviour by the individual; or if there is a wider setting culture issue and if policies need to be revised, or if all staff guidance or additional staff training is required.

### Whistle Blowing

Whistleblowing is the mechanism by which staff can raise concerns in good faith without fear of repercussions. All staff have a duty to raise concerns where they exist about another staff or volunteers practice. This may include attitude or actions of colleague's poor or unsafe practice or potential failures in adhering to the settings' policies, procedures and staff code of conduct.

If staff have such concerns; these should be raised to DSL or deputy DSL who will follow the Whistle blowing Policy.

If staff feel unable to raise concerns with the setting directly; they can contact [NSPCC Whistleblowing Advice Line](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/).

# Record Keeping and Information Security

We have a legal duty to act in line with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). We have data protection processes in place to ensure that we keep and process (manage) personal information about children, their families; staff and others safely and lawfully. This includes:

* Securely manage electronically held information in line with[*Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK*](https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings) (see also [Online Safety](#_Online_Safety_3))
* Manage requests for access to personal information we hold (known as subject access requests).

Details of our processes and how to request access to personal information we hold are outlined in Confidentiality Policy.See [*Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK*](https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings)

## Storage and management of safeguarding information (child protection files)

Safeguarding [concerns](#_Record_Keeping_and_2) and [responses](#_Designated_Safeguarding_Lead) for individual children are kept in a child protection file. Child Protection files are stored individually for each child and are separate to a child’s main pupil file. The Designated Safeguarding Lead is responsible for ensuring the quality, maintenance, and management of child protection files; as well as using the system to monitor themes and patterns of concern to inform and continue to improve the whole setting approach to safeguarding. Notes for child protection safeguarding concerns are filed in a locked filing cabinet in the preschool office. The office is locked when staff are not present. Electronic notes are saved with a password, known only to the DSL and DDSL. The laptop is password protected, known only by staff.

## Sharing safeguarding information with others

We are proactive in sharing information with each other and others who are working with our children and their families as early as possible; so that children can receive the help and support they need; respond to any safeguarding concerns and where possible prevent abuse.

Staff are expected to share information with one another as part of their work in setting about the needs and risks of children on a need-to know basis in line with our [Safeguarding Statement](#_Safeguarding_Statement_1) so that we keep children safe and promote their welfare. They are not permitted to share information with friends, family, or anyone in the local community outside of their work.

### Sharing information with other organisations

Staff should be familiar with and use [Information sharing advice for safeguarding practitioners.](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

As part of our [work in partnership](#_Working_in_Partnership) with parents and children; consent to share their information with others outside of setting should always be sought from a child and their parent(s) unless it is not safe to do so. This includes where seeking consent would:

* Place the child at increased risk of significant harm.
* Place any other at risk of injury.
* Obstruct or interfere with any potential Police investigation.
* Lead to unjustified delay in making enquiries about significant harm.

If a parent or child does not consent to information being shared, the law does not prevent the sharing of information if sharing is necessary for the purpose of keeping a child safe and promoting their welfare. Therefore; staff must make parents and children aware that information may still be shared with other organisations if necessary to help keep their child safe or promote their welfare or if there is another legal basis to so do.

Decisions to share safeguarding information with other organisations will be overseen by the Designated Safeguarding Lead (please also refer to [Designated Safeguarding Lead Response](#_Designated_Safeguarding_Lead)).

### Transfer of child protection files and other safeguarding information

When a child leaves for a new education setting; the Designated Safeguarding Lead will arrange for the child protection file (and any additional information to help the new setting to help safeguard and promote the child’s welfare) to be transferred to the new setting no later than within 5 working days of an in-term transfer or within 5 days from the start of the new term. Where the move is planned; the Designated Safeguarding Lead will consider sharing information in advance of the child leaving to help with the child’s transition and to enable any help and support they may need. This is shared separately to any child’s main file and confirmation of receipt of the files should be gained [*Appendix C: File Transfer Record and Receipt*](#_Appendix_B:_File)

We share relevant information with the Local Authority as required by law (please also see [Children potentially at greater risk of harm](#_Children_potentially_at_1)). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

# Working in Partnership

As is outlined in our [Safeguarding Statement](#_Safeguarding_Statement_1); and in order to ensure all children in our setting are effectively safeguarded and their welfare is promoted; we will work in in partnership with our children, their parents and other agencies/partnerships as follows:

## Children

Our children are [taught how to keep safe](#_Online_Safety_3); including how and when to share or report to us any worries or concerns they may have about their safety and wellbeing or that of others. We encourage children to share and report worries and concerns by:

* key worker system
* Feelings tree
* Circle time
* NSPCC PANTS programme

Staff are expected to build trusted relationships with and work in the best interests of children in line with our [Safeguarding Statement](#_Safeguarding_Statement_1); and recognise, respond and report [Staff Safeguarding Concerns](#_Record_Keeping_and_2).

We also actively seek children’s views of safety in setting. Throughout every day children are taught to consider their actions, encouraged to think of the best approach, favourable outcomes. Children are involved in deciding our setting rules, making posters and displaying them as a reminder.

## Parents

We recognise the importance of working together with and supporting parents to safeguard and promote the welfare of their children. This includes:

* Communicating to parents how we keep children safe in our setting (including online). This policy is made available to all parents. As children are registered parents sign their receipt and understanding of our safeguarding summary with a link to the website to access the full version. If parents want to raise concerns or complaints about how we keep their children safe; they can do this using our Complaints Policy which is available on our website. We also actively seek parent views of safety in setting by sending out anonymous questionnaires.
* Encouraging parents to share and report worries and concerns about the safety and welfare of their child(ren) or any other children. At registration parents are made aware that it is everyone’s responsibility to keep children safe. A reporting concerns diagram is displayed in the parent noticeboard and in the entrance foyer (includes photos of DSL, DDSL and the chair of the committee). Staff are expected to respond to any parents who raises worries or concerns to them either about their child(ren) or others in line with [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Record_Keeping_and_2) .
* The Designated Safeguarding Lead will ensure that we work with parents to offer and enable support for children and their families; taking action to safeguard and promote their welfare (see [Designated Safeguarding Lead Response](#_Designated_Safeguarding_Lead)) in line with the local arrangements in the area that they live.
* Ensuring that parents are made aware of how to raise safeguarding concerns or criminal behaviour themselves to the Local Authority and/or Enforcement Agencies. We do this by obtaining a signed acknowledgement of receipt and understanding of a paper copy summary of this policy. This contains a link to this policy and lists contact numbers for reporting concerns.
* Providing parents with regular information, guidance and external support available to them by regular newsletters by email, policies on our website, noticeboards outside of preschool and in the foyer, leaflets and conversations.

## Other agencies/partnerships

As we operate in Shropshire; we engage and co-operate with our local safeguarding arrangements. Our local safeguarding partnership is the [Shropshire Safeguarding Community Partnership](http://www.shropshiresafeguardingcommunitypartnership.co.uk/media/11ijt11t/g-children-learning-briefing.pdf) (SSCP). We engage and co-operate by:

* Ensuring we effectively safeguard and promote the welfare of children living in Shropshire in line with [Working together to safeguard children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) and the Shropshire Safeguarding Community Partnership local criteria for action and assessment; as outlined in the [SSCP Threshold Document.](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/?b=Shropshire) Where children do not live in Shropshire but attend our setting; we will work in line with the relevant local arrangements in their home area.
* Ensuring we work with other agencies and comply with other pieces of relevant statutory guidance in safeguarding [Children potentially at greater risk of harm](#_Record_Keeping_and).
* Supplying information and co-operating in multi-agency forum/meetings, audit or learning reviews as requested by the safeguarding partners.
* Working closely with Shropshire Council Early Years team and other Shropshire Council Services/partnerships to ensure we are providing high quality education and support to children in Shropshire.
* Participating in the local [Operation Encompass Protocol](http://www.shropshirelg.net/services/safeguarding/schools-and-early-years/school-operation-encompass/); an arrangement where police notify settings when a child who attends their setting may have been subject or witness to police-attended incidents of domestic abuse. This enables us to provide appropriate emotional or practical support to a child/ren who may have been witness to and victim of domestic abuse. All new parents/carers are sent a letter informing them of our participation in Operation Encompass *(the letter to send to parents can be found at* [Early Years Operation Encompass – Shropshire Learning Gateway (shropshirelg.net)](https://beta.shropshirelg.net/safeguarding-and-child-protection/early-years-operation-encompass/)).

# Teaching our children how to keep safe.

We recognise that educating our children in how to keep themselves and others safe both online and in face-to-face situation plays a crucial role in safeguarding them. We have a clear set of values and standards the provide opportunities for children to learn how to keep themselves and others safe; that are demonstrated and reinforced throughout setting life and underpinned through -

* [Safeguarding Statement](#_Safeguarding_Statement_1)
* Behaviour/Anti-Bullying Policy (Insert link)
* [Preventing Radicalisation](#_Preventing_Radicalisation_1)
* Our approach to [Online Safety](#_Online_Safety_4)
* Our planned adult led curriculum is developed to be fully inclusive of all ages and stages of development and consideration of children’s needs including [Children potentially at greater risk of harm](#_Children_potentially_at); and addresses issues as outlined Keeping Children Safe in Education 2023; Part 2, page 34, paragraph 131.

The Early Years Foundation Stage provides personal development opportunities for children. Being with other children gives us constant opportunities to start recognising and managing risks and how to behave. They learn what kind of physical contact is acceptable and unacceptable. As children become independent with toileting we teach appropriate behaviour. They learn how to be assertive (eg. clearly and loudly stating “don’t do that!” alerts staff that support is needed), and when and where to get help if things just aren’t right.

All children will receive adult led teaching on keeping ourselves healthy and safe. Teaching will also happen in the moment as and when topics arise. This includes work around:

* + healthy living;
	+ caring for our bodies;
	+ healthy respectful relationships
	+ attending doctors and dentists;
	+ stranger danger;
	+ road safety;
	+ online safety;
	+ stereotyping, prejudice and equality
	+ NSPCC ‘pants’ (private parts, secrets should make us happy, the right to say no)
	+ British values: democracy; rules; liberty and mutual respect

# Online Safety

The use of information and communication technology (ICT); is a vital part of the everyday functioning of and life in setting. We also recognise the important role ICT plays in the lives of our children and their families.

Whilst there are many benefits and strengths in using ICT; there are also a number of risks to children’s welfare and safety in setting when using internet enabled technology; which are summarised in the following categories[[2]](#footnote-2):

* **content:** being exposed to illegal, inappropriate, or harmful content.
* **contact:** being subjected to harmful online interaction with other users.
* **conduct:** online behaviour that increases the likelihood of, or causes, harm to children or others.
* **commerce:** - illegal, inappropriate, or harmful online commercial activities that can compromise the health and wellbeing or security of children or others.

We adopt a whole setting approach to online safety which aims to safeguard and educate our children and their families, staff, visitors and our setting in our use and management of ICT (including the use of camera enabled; mobile and personal devices and the ICT systems we have in place).

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At Bomere Heath Sunshine Preschool we ensure that there are appropriate filters and appropriate monitoring systems in place.

Parents may be sent links to appropriate material to aid learning online. Preschool will follow advice from the Department of Education; [safeguarding and remote education](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19).

Remote Learning

If emergency circumstances arise to prevent staff and children coming together for learning, we will offer parents the option of online learning sessions with staff. All remote learning at Bomere Heath Sunshine Preschool will be held on Microsoft Teams using the preschool’s Microsoft account. Parents will be invited to book an online session by email. The date, time and length of lesson will be agreed beforehand. A record of online sessions will be kept at the back of the register. Sessions will usually be held for one family at a time. Where more than one family are joining, parents will be made aware of the attendees beforehand and will be asked for their written consent.

At the start of the session, staff will ask if the session can be recorded to ensure children, parents and staff feel safe and protected from any allegations or incidents of inappropriate behaviour. Notes may be made for the child’s learning profile. The recording will be deleted at the end of the term in which it was made. If the recording is useful as evidence for referral to another agency parental permission will be obtained in writing.

If families don’t wish to join online sessions/meetings from their homes, staff are aware that it may be an indicator that they wish to hide something going on at home. Any concerns that staff may have about anything they may have seen or heard when online to a family should be reported to the DSL.

Staff must maintain a professional relationship with the family. Staff should follow the same dress code and code of conduct online as when they attend work with children at preschool. Online sessions should preferrably be held at preschool and must be in a neutral area such as the office where nothing personal or inappropriate can be seen or heard in the background. Staff should ensure that an adult is present and will remain responsible for the child throughout an online session. Children should be in a neutral area of their home, ie. not in bedrooms or bathrooms. Families should be fully dressed or the call will be ended and rearranged.

The use of mobile phones and other electronic devices such as computers, tablets, and game devices are commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit, we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

* Keeping personal details secure
* Understanding that not all content is appropriate
* What to do if they see something that upsets them

Appropriate use of mobile phones is essential at Bomere Heath Sunshine Preschool.

Staff can use their personal mobile phones (including smart watches) during their break times from the office. During working hours, they must be kept out of the reach of children and parents in the office. Staff are aware that they should never discuss their employment on social networking sites. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it. Parents are strongly advised not to post comments about children on social media.

Visitors to the setting (including parents) will be asked to leave mobile phones in the office and visitors will not be left unattended where children are present. At drop off/pick up time parents will be asked to refrain from mobile phone usage. The child’s registration form shows parents/carers consent for photos of their child to be used inside and outside of the classroom. For events held at Bomere Heath Sunshine Preschool or on school outings, parents will be reminded of our policy. If consent has been given by all parents/carers then the leader/ deputy will give permission for photographs/videos to be taken for their own use, **providing they** **are not posted on social media or shared** (parents sign this declaration on the registration form).

Important contact details of the children are kept on the setting’s mobile phone in case of an emergency. The phone is protected by a password and is locked in the office when the preschool is closed. The mobile phone may be used for events and outings, the phone will be the manager/deputy manager’s responsibility. During long school holidays or periods of closure the manager/deputy manager will take responsibility for the mobile phone, keeping it in a secure place at their home.

We believe that photographs validate children’s experiences and achievements and are a valuable way of recording milestones in a child’s life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Bomere Heath Sunshine Preschool. We take a mixture of photos that reflect the preschool environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children.

To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations at: <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

Photos are taken using the setting’s mobile phone. A block is in place on the phone by the service provider to prevent any online access. Photos are downloaded onto the laptop weekly and deleted from the camera/phone. Photos are printed for use in displays or children’s scrapbooks then deleted from the laptop termly. Parents are asked to input to their child’s planning by sharing with us photos of their children at home. Parents may send us information via email, which will promptly be printed and deleted from the email list.

The children have use of the P.C. in the classroom which has been loaded with some age-appropriate software sourced reliably. There is no internet access from the P.C. Children will be allowed supervised use of the setting mobile phone for taking photos. Children will be asked to refrain from using their own/their parent’s mobile phones, smart watches or other devices at the setting. Information is shared by email with parents to promote online safety for toddlers, such as having parental controls set, supervising and talking to them about what they are doing and regularly visiting sites to ensure they are suitable. We talk with the children about what devices they use at home, how they should always ask an adult before going online and always tell if something is scary or doesn’t feel quite right.

A laptop is sited in the office for use by staff. Only staff members will be given the PIN. Emails and sensitive information is password protected known only by the manager/deputy manager. The laptop is set up to use the school proxy server giving full protective filters to information accessible via the internet. The laptop is running on Windows 11 and frequent updates are applied. A backup of all documents on the laptop will be made at least annually. The manger/deputy follow guidance set out in [cyber security](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges)

Children have no access to the office. The office is locked outside of school hours. During holidays or prolonged periods of closure the laptop may be taken off site by the manager/deputy manager who will have full responsibility to keep information secure and access restricted to themselves. The laptop may be brought into the classroom to deliver educational material which has been carefully selected by staff and the children will not be left unsupervised.

Through induction, staff and volunteers are made aware of acceptable use of technology as described in this policy, both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

Where there are online safety concerns involving identified children (including child-on-child abuse); we will follow [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Staff_Safeguarding_Concerns:) and [Designated Safeguarding Lead Safeguarding Response](#_Designated_Safeguarding_Lead).

Any setting cyber security incidents will be reported to [Action Fraud](https://www.actionfraud.police.uk/) [(National Fraud and Cyber Crime Reporting Centre)](https://www.actionfraud.police.uk/) and, if there is a data breach this will be reported in line with our Data Protection Processes to the [Information Commissioners Office](https://ico.org.uk/). Please also see [Record Keeping and Information Security](#_Online_Safety_2).

We review our online safety arrangements annually to ensure that we meet the Keeping Children Safe in Education 2023 and [Safeguarding children and protecting professionals in early years settings: online safety considerations](https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations) online safety standards (including the digital standards for [filtering and monitoring](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges) and [cyber security](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges)). Any risks arising from our reviews are clearly recorded as part of our setting evaluation and improvement action planning processes. These are reported to and overseen by our Governing Body.

All Staff, senior leaders and Committee members are appropriately trained (see [Professional Development and Supervision](#_Professional_Development_and)) to enable them to ensure effective online safety arrangements. We will respond to online safety incidents which indicate safeguarding concerns in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Record_Keeping_and_2) and [Designated Safeguarding Lead Response](#_Designated_Safeguarding_Lead) sections of this policy.

# Preventing Radicalisation

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015; places a duty on registered childcare providers to have due regard to the need to prevent people from being drawn into terrorism.

We fulfil our duty by:

* Promoting fundamental British Valuesas part of our values and curriculum see appendix D, informing all new staff, committee members and parents at induction.
* Ensure that we provide a “safe space” for children to understand and discuss sensitive topics, those linked to terrorism and extremism, and learn (according to their age and level of development) how to question and challenge these ideas in a politically balanced way.
* Be alert to and identify children who may be [susceptible to extremist ideology](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting) and where it is assessed as appropriate by the [Designated Safeguarding Lead](#_Designated_Safeguarding_Lead); make a Prevent referral (in line with the local [Preventing Terrorism Processes](https://www.shropshiresafeguardingcommunitypartnership.co.uk/partnership-priority-areas/tackling-exploitation/preventing-terrorism-in-shropshire/))
* Monitor and report any hate based behaviour through regular staff and committee meetings as part of our Behaviour Policy
* [*Teaching our children how to keep safe.*](#_Online_Safety_3) *​*

We regularly review our adherence to the Prevent Duty. Any actions arising from our assessment are included in our setting evaluation and improvement action planning processes. These are reported to and overseen by our committee chair.

All Staff, senior leaders and committee members are appropriately trained (see [Professional Development and Supervision](#_Professional_Development_and)) to enable them to ensure that all children, particularly those who may be susceptible to extremist ideology and radicalisation are effectively safeguarded. We respond to children who are identified as being susceptible to an extremist ideology in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Record_Keeping_and_2) and [Designated Safeguarding Lead Response](#_Designated_Safeguarding_Lead) sections of this policy.

# Children potentially at greater risk of harm

We recognise that whilst all children should be protected, some groups of children, are potentially at risk of greater harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups. Where a child falls into multiple groups above; this potentially further increases their vulnerability.

## Children who need a social worker (Child in Need and Child Protection Plans).

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child’s experiences of adversity and/or trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

We have regular staff meetings/discussions to keep staff aware. We take part in partnership forums/events as required and access multi-agency training.We may also offer to facilitate meetings for individual children and families in preschool to support easier local access and involvement by children, parents and or carers.

## Looked After Children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect; as well as/or other significant complexities or adversity in their and their family’s life.

At preschool, we ensure that appropriate staff members have access to the information they need in relation to a child’s looked after legal status, contact and care arrangements. The manager is the appointed designated practitioner who works with the local authority to promote the educational achievement of registered pupils who are looked after in line with  [Statutory guidance - Designated teacher for looked-after and previously looked-after children](https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children)

## Children requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children who have mental health needs will often need early help or support to avoid their safety and welfare being compromised. Our procedure for Illness and Medical Emergency describes how we identify possible mental health problems and providing support.

## Children with Special Education Needs Disabilities or other health issues.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

We recognise that additional barriers can exist when recognising abuse and neglect in this group of children (e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child’s impairment without further exploration.)

We will consider extra pastoral support attention for children with SEND. We will work with the family to agree support strategies which will be documented using a Person Centred Plan. Progress will be recorded and regular discussion with the family will inform next steps. We will seek to find the family’s preferred method of communication, ie. face to face, by text, by email, by phone or home school book. Staff may refer to [*SEND code of practice*](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) *and* [*The SEND local offer | Shropshire Council*](https://www.shropshire.gov.uk/the-send-local-offer/) *and* [*Education for children with health needs who cannot attend school -*](https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school)

## Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Staff are mindful of this additional barrier when working with children and their families And may refer to[*Equality Act 2010: advice for schools.*](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

# Child-on-Child Abuse

As set out in our [Safeguarding Statement](#_Safeguarding_Statement_1); we will not tolerate the abuse of children. This includes where children abuse other children (child-on-child abuse) or use words or actions which downplay or could (if not responded to) lead to abuse.

We want to ensure that no child-on-child abuse takes place in our setting. However, we understand that we cannot just rely on children telling us that they are experiencing abuse from other children. Staff should understand that even if there are no reports in setting, this does not mean child-on-child abuse is not happening. Staff will be made aware of the signs and indicators of child-on-child abuse as part of their [Professional Development and Supervision](#_Professional_Development_and); which do not just rely upon children telling someone. Staff are expected to follow our [Appendix B: Child-on-Child Abuse Procedures](#_Appendix_B:_Child-on-Child)

The setting monitors patterns of child-on-child incidents including those involving abuse, to ensure that we are aware of and able to minimise and respond to any emerging themes or patterns of behaviours. This helps us to continue to prevent, identify and respond to child-on-child abuse as outlined at the beginning of this section. This monitoring and our responses to it are reported to and overseen by our committee.

# Staff Safeguarding Concerns: Recognise, Respond, Report

## Recognise

**Be alert and curious!**

Pay attention to possible **signs or indicators** of abuse from the child or others either from your own observation or what the child/others tell you:

**A**ppearance

**B**ehaviour

**C**ommunication.

**Do not just rely on a child telling you** (there are lots of reasons why they won’t)

Any child in any family could become a victim of [abuse](#_Key_Terms). Abuse and safeguarding issues are complex; and can often involve a child experiencing multiple issues or types of abuse.

Staff should always maintain the attitude that abuse “could happen here”. Staff should be particularly alert to [Children potentially at greater risk of harm](#_Record_Keeping_and) and vigilant in identifying the signs and indicators which could indicate a concern that a child is being or could be at risk of abuse.

As well as maintaining their [Professional development and accessing support](#_Professional_development_and_1); staff can remind themselves of the signs and indicators of abuse and safeguarding issues by referring to: [Keeping Children Safe in Education 2023](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2): Part 1 and Annex B. and [SSCP - Contacts and Definitions.](http://www.shropshiresafeguardingcommunitypartnership.co.uk/about-us/shropshire-safeguarding-community-partnership-training/)

**Signs and indicators** of concern may be evident in spaces and places where children spend time (including when online). They may be present in the child or others around them (including adults or children); in their:

* Appearance
* Behaviour
* Communication

Signs and indicators can be recognised by staff through:

**Concerns shared directly by a child:** Staff *must not rely* on children telling them they are experiencing abuse. Children may not recognise; feel ready; know how to or be able to communicate concerns or worries. Staff must therefore act in accordance with our [Safeguarding Statement](#_Safeguarding_Statement); [work in partnership](#_Working_in_Partnership_1) and use [professional curiosity](http://www.shropshiresafeguardingcommunitypartnership.co.uk/media/fd5dcot1/approved-professional-curiosity-guidance-inc-additional-covid_19.pdf) and skills in developing trusted and supportive relationships in their everyday work with children.

**Observations:** In person or online (including online behaviour in setting) of a child or someone else (for example a parent, someone working or visiting the setting).

**Concerns shared by others:** either verbally or in written communications. This could be parents; other children; other staff members or other adults who may be working in or with the setting or individual children.

**Other systems we have in place:** For example online filtering and monitoring or information from other agencies through [working in partnership](#_Working_in_Partnership_1) etc.

There will be occasions where there are signs and indicators of concern but not enough evidence to indicate that the child is at risk of or experiencing abuse. Signs and indicators could be present for a variety of reasons as well as abuse (for example other family circumstances; health or learning needs); and may act as an early sign for the need for early help and support. In such circumstances; staff are still expected to respond in line with this policy.

Ensure the immediate safety of the child potentially at risk. If there is **immediate danger**; take action as necessary to protect the child, others and yourself (including contacting emergency services on 999 and [refer child protection concerns](https://westmidlands.procedures.org.uk/local-content/zgjN/multi-agency-referral-reporting-concerns-marf/?b=))

Apply other relevant policies/procedures (e.g. Behaviour Management Policy Including Anti-bullying Procedure; Accidents and First Aid; Staff and Student Behaviour Policy and/or [Appendix B: Child-on-Child Abuse Procedures](#_Appendix_A:_Child-on-Child) as applicable).

Seek views/gather relevant information (if safe to do so).

**Remember:** Listen (don’t investigate), reassure (don’t promise) and explain you will be reporting the concerns.

## Respond

### Immediate safety

If a child is in **immediate danger**; staff must take individual action as necessary to keep the child, others, and themselves safe. They must:

* Contact emergency services if someone is in immediate danger (999).
* If necessary; refer child protection concerns themselves (follow [Multi-agency Referral: Reporting concerns (MARF)](https://westmidlands.procedures.org.uk/local-content/zgjN/multi-agency-referral-reporting-concerns-marf/?b=) )
* Work in line with our Behaviour Policy and [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) guidance.
* Report any allegations of harm by adults in a position of trust or unsafe practices in setting in line with the [Ensuring safe staff](#_Managing_allegations_(including).

### Other relevant policies/processes

Staff may need to follow other setting safeguarding policies/processes (see [Linked Policies](#_Linked_Policies)) as applicable along with responding in line with this policy. All staff will immediately consider how best to support and protect the child and any other children who may be at risk or involved; ensuring they act in their best interests. Where there are concerns of child-on-child abuse; [Appendix B: Child-on-Child Abuse Procedures](#_Appendix_A:_Child-on-Child) should be referred to.

### Injuries

We request parents notify us of any accidents or injuries to their child before attending setting. We will make a written record of the notification along with any injuries the child may have. Should a child receive any injuries during setting time; staff will follow our accident reporting and first aid procedures. A body map may be used to indicate any marks/bruises (Refer to body map in [Multi-agency referral form (MARF)](http://westmidlands.procedures.org.uk/local-content/zgjN/multi-agency-referral-reporting-concerns-marf/?b=Shropshire)

Any serious injury occurring in the school/setting e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to Ofsted as soon as reasonably practicable or within 14 days (see **Appendix E)**.

### Seek views and gather information from the child and others.

Where safeguarding concerns are identified; staff should (where it is safe to do so) always seek the views of and directly from:

* Children (where appropriate and depending on the circumstances and their role with children);
* any other people involved in setting (only on a need-to-inform/know basis for the purposes of gathering information for the purposes of safeguarding: see [Record Keeping and Information Security](#_Online_Safety_2))
* Their parents (if necessary and depending on the circumstances and their role).

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead.

Seeking views from the child/parents means asking them what they think using open questions (What? How? etc) and if they want any help or support. Staff should listen, reassure, and explain that concerns will be reported. Staff should avoid making assumptions, judgments or investigating. Please also refer to [When concerns are directly shared by a child](#_When_concerns_are).

Views should always be sought unless it is not safe to do so. This includes where seeking views would:

* Place the child at increased risk of significant harm.
* Place any other at risk of injury.
* Obstruct or interfere with any potential Police investigation.
* Lead to unjustified delay in making enquiries about significant harm.

If needs for help and support are identified; parents and children should always be asked for their consent to share information with other organisations so that help and support can be provided to them. If consent is not given; staff should follow guidance in the [Recording Keeping and Information Security: Sharing safeguarding information with others](#_Sharing_safeguarding_information) section.

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead. Decisions to share safeguarding concerns with other organisations without consent will be [reported to](#_Reporting_concerns) and overseen by the Designated Safeguarding Lead.

If a child is non-verbal or not able to explain their views themselves due to their age, level of development or needs; then staff should pay attention to how the child may be expressing their views and feelings through their behaviour and use communication tools to help the child share their views. We teach children about their feelings and the use of our feelings tree, enabling children to select a child’s face displaying the emotion that they may be feeling. Staff may also use dolls to encourage children to express their experiences through role play.

### When concerns are directly shared by a child

Children are more likely to share their experiences and feelings with someone they know and feel comfortable talking to.

When children share the details of or feelings about abuse; the process of sharing can sometimes take time. Children may not share in full or give staff (and sometimes not the same staff member) pieces of information over time. When they do share, this may not always be verbally or directly; but the child may share in the Appearance, Behaviour or other forms of communication (see [Recognise](#_Recognising) section).

It takes a lot of courage for a child to share that they feel unsafe or are experiencing abuse. There are many reasons why children do not share their experiences (for example, uncertainty, shame, experiences of discrimination, fear, denial or a lack of understanding or ability to recognise and explain their experience).

When children are sharing their concerns; staff should:

* **Listen to the child.** Please refer to this [NSPCC poster](https://learning.nspcc.org.uk/media/1638/let-children-know-listening-poster-english.pdf).
* **Remain calm:** the child may stop sharing if they feel the staff member is upset or shocked by what the child is telling them.
* **Explain it can’t be a secret.** Staff must explain to the child that what they share has to be passed on and to who so that you can help them. Think about when to do this to make sure the child feels safe and can continue to trust you and other staff.
* **Reassure** and offer comfort to the child (physical touch should not be automatically offered as comfort); recognise their feelings and their courage in sharing their experience. Never deny or minimise what the child is telling you or reprimand them if they decide not to share or for not telling you before.
* [**Seek the child’s views**](#_Seek_views_and)**:** use questions or communication tools that help the child to share from their own point of view. Gather information: do not investigate or assume what is happening to the child. Drawing pictures and discussing happy/sad things in preschool and at home can prove valuable.
* **Explain** what will happen next. If you don’t know everything that is going to be done, tell the child that you will make sure that they are kept informed.
* **Report and record** the conversation immediately as outlined in the [Reporting concerns](#_Reporting_concerns) section.
* **Seek support** if you feel distressed. Staff will be supported by DSL and DDSL. Leaders can find support from one another and the committee chair.

## Report

**Report in person** to the Designated Safeguarding Lead as soon as possible.

**Record** your concerns, decisions, actions and outcomes on the safeguarding recording system.

**If concerned about a member of staff or someone else in the school**; report in line with [Ensuring safe staff](#_Managing_allegations_(including).

### Report to Designated Safeguarding Lead

All safeguarding concerns must be Reported to the Designated Safeguarding Lead as soon as they are recognised and after the initial response to the child and others. Staff are expected to verbally report their concerns to the Designated Safeguarding Lead.

Where concerns involve an allegation of harm or a low-level concern about someone working in or at the setting; staff must follow [Ensuring safe staff](#_Managing_allegations_(including).

### Record concerns

All safeguarding concerns must be recorded by the staff member in writing. Appendix I should be used to record the concern as soon as possible, then handed to the DSL/DDSL. The concern should be recorded. Where physical injuries to a child form part of the evidence of the concern; staff will record information about the physical injuries observed on a Body Map.Body Maps are available as part of the[*Compass Multi-Agency Referral Form*](https://westmidlands.procedures.org.uk/local-content/zgjN/multi-agency-referral-reporting-concerns-marf/)

Each safeguarding concern record should include:

* a clear and comprehensive summary of the concern.
* details of how the concern was followed up and resolved.
* any action taken, decisions reached and the outcome.

If staff are unsure of the recording requirements staff should seek advice from the Designated Safeguarding Lead.

# Designated Safeguarding Lead Response

Safeguarding concerns can be [raised by staff](#_Staff:_Recognising,_Responding) as above; but may also be raised to the Designated Safeguarding Lead by:

* Children, parents, or visitors to the setting.
* Other agencies (see [Working in Partnership](#_Working_in_Partnership_1))
* The setting’s ICT filtering and monitoring systems.

The Designated Safeguarding Lead will:

## Consider and assess the concern.

Review the information reported; gather any further information as necessary; including conducting a risk and needs assessment if necessary. The Designated Safeguarding Lead will use and refer to the following:

* [Keeping Children Safe in Education 2023](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [SSCP Threshold Document](https://westmidlands.procedures.org.uk/assets/clients/6/Shropshire%20Downloads/Childrens%20Threshold%20Document%20-%20FINAL%20May%2021.pdf)
* Other [relevant local tools and pathways](https://westmidlands.procedures.org.uk/page/contents) (West Midlands Procedures)
* If applicable [Appendix B: Child-on-Child Abuse Procedures](#_Appendix_A:_Child-on-Child)
* [When to Call the Police Guidance for Schools](https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf)

## Decide on what action to take.

Once the concern has been considered and assessed; the Designated Safeguarding Lead will decide on action(s) to be taken. They may wish to delegate actions to other members of staff; in the best interests of the child. The DDSL may assist the DSL with decisions to [Ensuring safe staff](#_Managing_allegations_(including) in setting.

In making decisions; the Designated Safeguarding Lead and DDSL will work in partnership with any other organisations as appropriate (see [Working in Partnership](#_Working_in_Partnership_1) and [Record Keeping and Information Security](#_Online_Safety_2)).

Actions could include one or more of the below:

* **Manage internally:** in alignment with setting policies and processes including offering support to the child and their family through the setting pastoral support (Universal/Setting Early Help) offer in a way which addresses the needs/risks identified. This may also include actions to make locations/infrastructure in setting (including online) safer; adapt the curriculum to ensure we are [Teaching our children how to keep safe.](#_Online_Safety_3) ; or [Working in Partnership](#_Working_in_Partnership_1) .
* **Offer Early Help/Targeted Early Help.** This could include offering and/or referring the child or their family enhanced or specialist support services to address the needs/risks identified in line with the [SSCP Thresholds document](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/) and locally available provision. Any referrals for support will require parental consent and will take account of children’s wishes and feelings.
* **Raise concerns to Children’s Social Care** in line with the [SSCP Thresholds document](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/) and [relevant local tools and pathways](https://westmidlands.procedures.org.uk/page/contents).
* **Report to the Police.** If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police.

Where there is possible criminal behaviour by a child (including in circumstances of child-on-child abuse); we will take account of [When to call the police: guidance for schools and colleges](https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf).

Other local referral processes will also be followed as applicable: including referring to relevant multi-agency forums and processes as outlined in [relevant local tools and pathways](https://westmidlands.procedures.org.uk/page/contents) (e.g. to [Prevent Radicalisation](#_Preventing_Radicalisation_1); ensure [Online Safety](#_Online_Safety_4); respond to domestic abuse: [Multi-Agency Risk Assessment Conference](https://www.shropshiresafeguardingcommunitypartnership.co.uk/partnership-priority-areas/local-domestic-abuse-partnership-board/multi-agency-risk-assessment-conferences-marac/)).

## Record actions, decisions, and outcomes.

On the child protection file and in line with [Record Keeping and Information Security](#_Online_Safety_2) . This will include assessments and discussions (including meeting notes/minutes) of discussions and meetings with staff or others (see [Working in Partnership](#_Working_in_Partnership_1)).

## Manage and oversee any ongoing response.

Once the initial actions are taken; the Designated Safeguarding Lead will decide whether there is an ongoing need to actively monitor or manage the safeguarding needs of a child. Where this is decided; they will ensure that the setting [works in partnership](#_Working_in_Partnership_1) with the child; parents, and any other involved agencies. This may include taking further actions (as outlined above) where concerns escalate.

The [SSCP Escalation/Resolution of Professional Disagreements Policy](https://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements/?b=Shropshire) will be used to challenge, resolve and if necessary escalate any concerns the setting may have when working with other agencies in safeguarding children.

[Important Contacts](#_Important_Contacts)

**First Point of Contact (FPOC) transferred to Compass – Child protect and welfare 0345 678 9021**

**First Point of Contact (FPOC) - Adult social care and safeguarding concerns 0345 678 9044**

**Emergency Social Work Duty Team – out of hours 0345 678 9040**

**Local Authority Disignated Officer (LADO) 0345 678 9021**

**Disclosure and Barring Service 03000 200 190**

**Ofsted general enquiries 0300 123 1231**

**Osted (whistle blowing helpline) 0300 123 3155**

**NSPCC 24 hour helpline 0808 800 5000**

**NSPCC helpline for victims of abuse (adult of child) 0800 136 663**

**West Mercia Police - emergency 999 non-emegency 101**

**Shrewsbury Police Station 0300 333 3000**

For full list of help lines see office noticeboard

3. Whistle blowing policy

# Definition:

# Whistle blowing is raising concern about malpractice within an organisation. Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behavior by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency.

# Protection:

Sunshine preschool is an organisation committed to delivering a high quality service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment if they raise genuine concerns about misconduct or malpractice in the organisation . The policy is underpinned by the Public Interest Disclosure Act 1998 which encourages people to raise concerns about misconduct or malpractice in the workplace in order to promote good governance and accountability in the public interest. The Act covers behaviour which amounts to:

* Criminal offence
* Failure to comply with any legal obligation
* A miscarriage of justice
* Danger to health and safety of an individual and/or the environment
* Deliberate concealment of information about any of the above.

This policy is not a replacement of the group grievance policy, but is intended to nurture a culture of openness and transparency within the setting. This should ensure that employees and volunteers feel safe to voice concerns about any issues they raise about mistreatment or malpractice.

Any employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee/volunteer of the action that will be taken in response to their concerns. Concerns should be investigated asap.

If an employee/volunteer feels the matter cannot be discussed with the manager they should contact the chairperson or the initial contact team to discuss their concerns or email Whistleblowing @ofsted.gov.uk

A disclosure to the manager will remain confidential wherever possible and the staff member raising the concern will not suffer any personal detriment as a result of raising genuine concerns about malpractice/misconduct.

4. Partnership with parents.

Parents are requested to read the policies available, a shorter form of which will be attached to the prospectus before their child commences with the group. Concerns about a child will be discussed with parents and agreement sought before making a referral unless such a discussion would place the child at an increased risk of significant harm. Parents are requested to notify us of any accidents, incidents or injuries that may affect the child which will be recorded in the accident book.

Sometimes we come across situations which are not necessarily a child protection concern but where we think a child could benefit from additional support from outside agencies to ensure they reach their full potential. In this process known as Early Help we would consult with the parents fully, refer to Safeguarding Policy.

Each term parents are invited to join us to spend some time with their child, giving an opportunity to watch them interact with others. The child’s keyworker will make development profiles available, will discuss the child’s progress and ask for parent input to their learning journeys. Appointments to speak with the keyworker or leader can be made at any time. Parents will also be invited once each half term to communicate their child’s current interests and recent times spent with their family. Written feedback will be sent home following a child’s focus week, sharing observations and photos of the child’s time at preschool plus a brief overview of the child’s next steps.

5. Equality of Opportunities

# Equality of opportunities policy- incorporating a race equality action plan

Bomere Heath Sunshine Pre-school welcomes families, volunteers and staff from all corners of the community and the wider world. We are committed to challenging and eradicating racism amongst staff and children. We will not tolerate racist remarks or other discriminatory behaviour from parents or children.

We will, through our activities and attitudes, try to provide a non-prejudicial atmosphere. We will encourage opportunities to show and discuss the various differences and similarities between the peoples of the world. Our equipment reflects cultural and ethnic diversity for example (Jigsaws, books, home corner equipment and dressing up clothe) We will endeavour to make any families time at Sunshine as fully inclusive as possible and free from prejudice. We will venture to have accurate information regarding religious and cultural differences. We will take care to spell names accurately and attempt to pronounce them correctly.

We will work with families and outside agencies to attempt to ensure all children have equal access to resources reflecting their cultural and religious backgrounds.

It is not acceptable to differentiate between people because of their gender, race, social group, culture or disabilities. No-one will be denied a place due to the above- neither staff nor child.

When staff are recruited equal opportunities will be given to all persons irrespective of their sex, age, race, culture, religion, ethnic origin or physical abilities.

If an adult in the group hears a child being verbally hurtful, they will immediately intervene. They will tell the child that a preschool we do not use those words/actions, and explain why the behaviour is inappropriate, correct any prejudices and ensure the victim is shown that they are respected.

Any incidences of racism will be reported to the designated staff member.

In severe or repetitive cases the parents will be informed.

Designated staff member for equal opportunities and race equality is **Kerry Prince**.

Planning and working with children will incorporate children’s interests including their families’ festivals and celebrations from the wider community. (See SEN policy for additional needs, also our inclusion document for more details)

Sunshine Preschool has obligations under part 4 of the education act 1996, the disability discrimination act 1995 and the SEN code of practice to specific action to help children with additional needs. We are aware that for children whose first language is not English additional/different strategies and approaches may be necessary, including additional resources, alternate communication methods, bilingual signs or the use of translators/bilingual support.

6. Confidentiality and General Data Protection Policy.

# 6.1 Aims

Bomere Heath Sunshine Preschool’s work with children sometimes bring us into contact with confidential information. To ensure that all those using and working in preschool can do so with confidence, we will respect confidentiality in the following ways:

* Parents will have access to the files and records of their own children but will not have access to information about any other child.
* Staff will not discuss any child or family with other persons unless permission has been given by the parent or it is in the child’s best interest e.g. with health visitors or speech therapy workers or stay safe team.
* Information given by parents about their child to the pre-school workers will not be passed onto other agencies without their permission
* Issues to do with employment of staff will remain confidential to the people directly involved with making personnel decisions.

Any anxieties/evidence relating to a child’s personal safety will be kept confidential within the staff. (See safeguarding policy)

We aim to ensure that all personal data collected about staff, children, parents, students, volunteers, the Registered Person/Body, visitors and other individuals is collected, stored and processed in accordance with the [**General Data Protection Regulation (GDPR)**](http://data.consilium.europa.eu/doc/document/ST-5419-2016-INIT/en/pdf) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [**Data Protection Bill**](https://publications.parliament.uk/pa/bills/cbill/2017-2019/0153/18153.pdf)**.**

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

**6.2. Legislation and guidance:**

This policy aims to meet the requirements of the GDPR and the expected provisions of the DPA 2018. It is based on guidance published by the Information Commissioner’s Office (ICO) on the [GDPR](https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/) and the ICO’s [code of practice for subject access requests](https://ico.org.uk/media/for-organisations/documents/2014223/subject-access-code-of-practice.pdf).

**6.3 Definitions**

|  |  |
| --- | --- |
| **Term** | **Definition** |
| **Personal data** | Any information relating to an identified, or identifiable individual.This may include the individual’s: * Name (including initials)
* Identification number
* Location data
* Online identifier, such as a username

It may also include factors specific to the individual’s physical, physiological, genetic, mental, economic, cultural or social identity. |
| **Special categories of personal data** | Personal data which is more sensitive and so needs more protection, including information about an individual’s:* Racial or ethnic origin
* Political opinions
* Religious or philosophical beliefs
* Trade union membership
* Genetics
* Biometrics (such as fingerprints, retina and iris patterns), where used for identification purposes
* Health – physical or mental
* Sex life or sexual orientation
 |
| **Processing** | Anything done to personal data, such as collecting, recording, organising, structuring, storing, adapting, altering, retrieving, using, disseminating, erasing or destroying. Processing can be automated or manual.  |
| **Data subject** | The identified or identifiable individual whose personal data is held or processed. |
| **Data controller** | A person or organisation that determines the purposes and the means of processing of personal data. |
| **Data processor** | A person or other body, other than an employee of the data controller, who processes personal data on behalf of the data controller. |
| **Personal data breach** | A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to personal data. |

**6.4 The data controller:**

At **Bomere Heath Sunshine Preschool** we process personal data relating to parents, children, staff, volunteers, visitors and others, and therefore are a data controller.

The setting is registered as a data controller with the ICO and will renew this registration annually, or as otherwise legally required.

**6.5 Roles and responsibilities:**

This policy applies to **all staff** employed by our setting, and to external organisations or individuals working on our behalf. Staff who do not comply with this policy may face disciplinary action.

**6.5.1 Registered Person/Body:**

The **committee of Bomere Heath Sunshine Preschool** has overall responsibility for ensuring that the setting complies with all relevant data protection obligations. New committee members will be asked to sign a confidentiality agreement when they join.

**6.5.2 Data Protection Officer/Lead (DPO/L):**

Following ICO guidance for a charity that processes personal data on a small scale, Bomere Heath Sunshine Preschool will not appoint a DPO.

The Data Protection Lead is responsible for overseeing the implementation of this policy, monitoring our compliance with data protection law and developing related policies and guidelines where applicable.

They will provide an annual report of their activities directly to the committee and report any recommendations on the settings data protection issues.

The DPL is also the first point of contact for individuals whose data the setting processes and for the ICO.

Full details of the DPL’s responsibilities are set out in their job description. **Our DPL is: Kerry Prince, Josephine Driscoll is the deputy.**

**6.5.3 Data Controller:**

**Kerry Prince** will act as the representative of the data controller on a day-to-day basis.

**6.5.4 All staff:**

Staff are responsible for:

* Collecting, storing and processing any personal data in accordance with this policy;
* Informing the setting of any changes to their personal data, such as a change of address, telephone number etc.
* Contacting the DPL in the following circumstances:
	+ With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure;
	+ If they have any concerns that this policy is not being followed;
	+ If they are unsure whether or not they have a lawful basis to use personal data in a particular way;
* If they need to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the European Economic Area;
* If there has been a data breach;
* Whenever they are engaging in a new activity that may affect the privacy rights of individuals;
* If they need help with any contracts or sharing personal data with third parties.

**6.6 Data protection principles:**

The GDPR is based on data protection principles that the setting must comply with.

The principles state that personal data must be:

* Processed lawfully, fairly and in a transparent manner;
* Collected for specified, explicit and legitimate purposes;
* Adequate, relevant and limited to what is necessary to fulfil the purposes for which it is processed;
* Accurate and where necessary, kept up to date;
* Kept for no longer than is necessary for the purposes for which it is processed;
* Processed in a way that ensures it is appropriately secure.

 This policy sets out how the setting aims to comply with these principles.

**6.7 Collecting personal data:**

**6.7.1 Lawfulness, fairness and transparency:**

We will only process personal data where we have one of six ‘lawful bases’ (legal reasons) to do so under data protection law:

* The data needs to be processed so that the setting can **fulfil a contract** with the individual, or the individual has asked the setting to take specific steps, before entering into a contract;
* The data needs to be processed so that the setting can **comply with a legal obligation;**
* The data needs to be processed to ensure the **vital interests** of the individual e.g. to protect someone’s life;
* The data needs to be processed so that the setting, as a public authority, can perform a task **in the public interest** and carry out its official functions;
* The data needs to be processed for the **legitimate interests** of the setting or a third party (provided the individual’s rights and freedoms are not overridden);
* The individual (or their parent/carer when appropriate in the case of a child) has freely given clear **consent.**

For special categories of personal data, we will also meet one of the special category conditions for processing which are set out in the GDPR and Data Protection Act 2018.

**6.7.2 Limitation, minimisation and accuracy:**

We will only collect personal data for specified, explicit and legitimate reasons. We will explain these reasons to the individuals when we first collect their data.

If we want to use personal data for reasons other than those given when we first obtained it, we will inform the individuals concerned before we do so and seek consent where necessary.

Staff must only process personal data where it is necessary to do their jobs.

When staff no longer need the personal data they hold, they must ensure it is deleted or anonymised. This will be done in accordance with the setting’s record retention guidance which can be found with the data audit in the office filing cabinet.

**6.8 Sharing personal data:**

We will not normally share personal data with anyone else, but may do so where:

* There is an issue with a child or parent/carer that puts the safety of our staff at risk:
* We need to liaise with other agencies – we will seek consent as necessary before doing this;
* Our suppliers or contractors need data to enable us to provide services to our staff and children – for example, IT companies. When doing this, we will:
	+ - Only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protection law;
	+ Establish a data sharing agreement with the supplier or contractor, either in the contract or as a standalone agreement, to ensure the fair and lawful processing of any personal data we share;
	+ Only share data that the supplier or contractor needs to carry out their service, and information necessary to keep them safe while working with us.

We will also share personal data with law enforcement and government bodies where we are legally required to do so, including for:

* The prevention or detection of crime and/or fraud;
* The apprehension or prosecution of offenders;
* The assessment or collection of tax owed to HMRC;
* In connection with any legal proceedings;
* Where the disclosure is required to satisfy our safeguarding obligations;
* Research and statistical purposes, if personal data is sufficiently anonymised or consent has been provided.

We may also share personal data with emergency services and local authorities to help them to respond to an emergency that affects any of our children or staff.

If we are required to transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

**6.9 Subject Access Requests and other rights of individuals:**

**6.9.1 Subject Access Requests:**

Individuals have a right to make a ‘Subject Access Request’ to gain access to personal information that the setting holds about them. This includes:

* Confirmation that their personal data is being processed;
* Access to a copy of the data;
* The purposes of the data processing;
* The categories of personal data concerned;
* Who the data has been, or will be, shared with;
* How long the data will be stored for, or if this isn’t possible, the criteria used to determine this period;
* The source of the data, if not the individual;
* Whether any automated decision-making is being applied to their data, and what the significance and consequences of this might be for the individual.

Subject access requests must be submitted in writing, either by letter, email or fax to the DPO/L. They should include:

* Name of individual
* Correspondence address
* Contact number and email address
* Details of the information requested

If staff receive a subject access request they must immediately forward it to the DPO/L.

**6.9.2 Children and subject access requests:**

Personal data about a child belongs to that child, and not the child's parents or carers. For a parent or carer to make a subject access request with respect to their child, the child must either be unable to understand their rights and the implications of a subject access request, or have given their consent.

Children below the age of 12 are generally not regarded to be mature enough to understand their rights and the implications of a subject access request. Therefore, most subject access requests from parents or carers of children at our setting may be granted without the express permission of the child. This is not a rule and a child’s ability to understand their rights will always be judged on a case-by-case basis.

**6.9.3 Responding to subject access requests:**

When responding to requests, we:

* May ask the individual to provide 2 forms of identification;
* May contact the individual via phone to confirm the request was made;
* Will respond without delay and within 1 month of receipt of the request;
* Will provide the information free of charge;
* May tell the individual we will comply within 3 months of receipt of the request, where a request is complex or numerous. We will inform the individual of this within 1 month, and explain why the extension is necessary.

We will not disclose information if it:

* Might cause serious harm to the physical or mental health of the child or another individual;
* Would reveal that the child is at risk of abuse, where the disclosure of that information would not be in the child’s best interests;
* Is contained in adoption or parental order records;
* Is given to a court in proceedings concerning the child.

If the request is unfounded or excessive, we may refuse to act on it, or charge a reasonable fee which considers administrative costs.

A request will be deemed to be unfounded or excessive if it is repetitive, or asks for further copies of the same information.

When we refuse a request, we will tell the individual why, and tell them they have the right to complain to the ICO.

**6.9.4 Other data protection rights of the individual:**

In addition to the right to make a Subject Access Request (see above) and to receive information when we are collecting their data about how we use and process it (see section 7), individuals also have the right to:

* Withdraw their consent to processing at any time;
* Ask us to rectify, erase or restrict processing of their personal data, or object to the processing of it (in certain circumstances);
* Prevent use of their personal data for direct marketing;
* Challenge processing which has been justified based on public interest;
* Request a copy of agreements under which their personal data is transferred outside of the European Economic Area;
* Object to decisions based solely on automated decision making or profiling (decisions taken with no human involvement, that might negatively affect them);
* Prevent processing that is likely to cause damage or distress;
* Be notified of a data breach in certain circumstances;
* Make a complaint to the ICO;
* Ask for their personal data to be transferred to a third party in a structured, commonly used and machine-readable format (in certain circumstances);

Individuals should submit any request to exercise these rights to the DPL. If staff receive such a request, they must immediately forward it to the DPL.

**6.10 Parental requests to see their child’s records:**

Parents, or those with Parental Responsibility, have a legal right to free access to their child’s records (which includes most information about a child) within one month of receipt of a written request.

**6.11 Photographs and videos:**

As part of our setting activities, we may take photographs and record images of individuals within our setting. We will obtain written consent from parents/carers for photographs and videos to be taken of their child as part of their registration procedure.

Within the setting, photos are used as follows:

* observations of the children (these may be shown to other professionals if necessary);
* children’s scrapbooks (given to the family as the child leaves us);
* on noticeboards/displays in the classroom;
* in booklets/posters of days out or special events (kept in the book corner)

Video recordings of remote sessions held with families will not be taken unless agreed by the parent at the start of the session. The video will be held in the Microsoft Teams account until any notes have been made for the child’s learning profile. The videos will be deleted at the end of the term in which they were recorded unless parental consent has been given in writing.

Any photos that are posted on our Facebook page will have children’s faces hidden/obscured. Separate written consent from parents/carers will be requested if we wish to use photographs outside of the setting, such as on our website, prospectus, newspapers or photographers.

Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified.

**6.12 Data protection by design and default:**

We will put measures in place to show that we have integrated data protection in all of our data processing activities, including:

* Appointing a suitably qualified DPL, and ensuring they have the necessary resources to fulfil their duties and maintain their expert knowledge;
* Only processing personal data that is necessary for each specific purpose of processing, and always in line with the data protection principles set out in relevant data protection law (see section 6);
* Completing Privacy Impact Assessments where the setting’s processing of personal data presents a high risk to rights and freedoms of individuals, and when introducing new technologies (the DPL will seek advise on this process);
* Integrating data protection into any relevant documentation including this policy, any related policies and privacy notices;
* Regularly training members of staff on data protection law, this policy, any related policies and any other data protection matters; we will also keep a record of attendance;
* Regularly conducting reviews and audits to test our privacy measures and make sure we are compliant;
* Maintaining records of our processing activities, including:
	+ For the benefit of data subjects, making available the name and contact details of our setting and DPL and all information we are required to share about how we use and process their personal data (via our privacy notices);
	+ For all personal data that we hold, maintaining an internal record of the type of data, data subject, how and why we are using the data, any third-party recipients, how and why we are storing the data, retention periods and how we are keeping the data secure.

**6.13 Data security and storage of records:**

We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage:

* Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data will be kept under lock and key when not in use;
* Papers containing confidential personal data will not be left on office desk, pinned to notice/display boards, or left anywhere else where there is general access;
* Where personal information needs to be taken off site, staff will sign it in and out from the setting’s office;
* Passwords that are at least 8 characters long containing letters and numbers will be used to access the setting’s computers, laptops and other electronic devices. Staff will be reminded to change their passwords at regular intervals;
* Personal Information being sent by email will be encrypted when saved. If a USB device is to be used then it will be an encrypted device.
* Employees who store personal information on their personal devices will be expected to follow the same security procedures as for setting-owned equipment;
* Where we need to share personal data with a third party, we will carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected (see section 8).

**6.14 Disposal of records:**

Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it.

For example, we will shred, or incinerate paper-based records, and overwrite or delete electronic files.

**6.15** Data Barring Service Disclosures and Disclosure Information

As an organisation using the Data Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Bomere Heath Sunshine Pre-school complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure Information. It also complies fully with its obligations under the Data Protection Act 2018 and other relevant legislation pertaining with the safe handling, use, storage, retention and disposal of Disclosure information.

Disclosure information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. Bomere Heath Sunshine Pre-school recognises that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant’s full consent has been given.

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If in very exceptional circumstances, it is necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the data protection and human rights to the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, e.g. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. a waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we will keep a record of the date of issue of the Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

**6.16 Personal Data Breaches:**

The setting will make all reasonable endeavours to ensure that there are no personal data breaches.

In the unlikely event of a suspected data breach, we will follow the procedure set out in appendix L.

When appropriate, we will report the data breach to the ICO within **72 hours**. Such breaches in a setting context may include, but are not limited to:

* Safeguarding information being made available to an unauthorised person;
* The theft of a setting laptop containing non-encrypted personal data about the staff or children.

**6.17 Training:**

All staff/volunteers/students are provided with data protection training as part of their induction process.

Data protection will also form part of continuing professional development, where changes to legislation, guidance or the setting’s processes make it necessary.

**6.18 Monitoring arrangements:**

The DPL is responsible for monitoring and reviewing this policy.

This policy will be reviewed and updated if necessary when the Data Protection Bill receives royal assent and becomes law (as the Data Protection Act 2018) – if any changes are made to the bill that affect our setting’s practice. Otherwise, or from then on, this policy will be reviewed **every 2 years** and shared with the Bomere Heath Sunshine Preschool committee.

7 Safer Recruitment and Retention Policy and Procedure

**Introduction**

Safer recruitment is the first step to safeguarding and promoting the welfare of children in education.

**Bomere Heath Sunshine Preschool** is committed to safeguarding and promoting the welfare of all children in its care and expects all staff and volunteers to share this commitment.

It is vital that a culture of vigilance is promoted across the setting, and as such, the setting has adopted recruitment procedures that seek to deter, reject and identify people who might be unsuitable to work with children and young people.

All elements of the Safer Recruitment Policy ensure that the recruitment and selection processes outlined:

* meet the requirements of [Early years foundation stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* meet the requirements of [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* meet the requirements of [Working\_Together\_to\_Safeguard\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)
* set out prescribed vetting and checking procedures
* include a robust induction
* provide for ongoing training, supervision and monitoring of staff and volunteers

**7.1 Scope of this policy**

This policy outlines the steps that Bomere Heath Sunshine Preschool will take to ensure those employed are suitable to work with children and young people. Its main purpose is:

* to deter unsuitable individuals from applying to work with us
* to attract and engage suitable candidates
* to promote and maintain a culture of vigilance

The recruitment and selection process aims to support the selection of the most suitable applicant for a post based on the appropriate combination of ability, qualifications, experience and attitude as measured against the job description and person specification.

All those involved in the recruitment and selection of staff must ensure that policy, processes and procedures are compliant with current employment legislation.

This policy applies to the recruitment of all staff, students and volunteers to include third party and supply staff. Manager/Leader appointments will follow the same principles with key recruitment responsibilities to be undertaken by the Register Person/Body.

**7.2 Roles and Responsibilities**

It is the responsibility of the Registered Person/body to monitor and review the effectiveness of this policy and to be familiar with the current DfE guidance ‘The Statutory Framework for the Early Years Foundation Stage’ (Sept 2021) and its specific requirements related to Safer Recruitment.

It is the responsibility of the Registered Person/body to ensure that process and procedures are in place to support the effective implementation of this policy and that all appropriate pre-employment checks are carried out on all staff who work at the setting.

The registered person/body must ensure, before convening any interview panel, that at least one member of the interview panel has completed training in ‘Safer Recruitment’.

The interview panel must ensure that child protection/safeguarding matters are central to the interview process.

Any member of staff involved in the recruitment and selection process will ensure they refer to and comply with all the elements of this policy.

* 1. **Preparing to Recruit**

**Identifying the Vacancy**

When a vacancy arises, the Leader/Manager, in conjunction with the Registered Person/Body, if appropriate, will review the needs of the setting and ensure the post to be advertised effectively meets those needs.

In line with the settings current and future budget and staffing structure, as set by the Registered Person/Body, the Leader/Manager will review the Job Description and Person Specification relating to the vacant post.

Prior to advertising, the Registered Person/Body will consider the type of appointment to be made and determine the nature and length of the employment contract to be offered.

**The Selection Panel**

The selection panel will be formed as determined by the Registered Person/Body.

At least one of the persons who conducts an interview **should** have completed safer recruitment training.

Interviews **should** be conducted by a panel of **at least two people**.

**Declaration of Interest**

Any person on the interviewing panel who has any interest in, or is related to, any of the applicants, must declare that interest or relationship. This is to ensure fairness, objectivity and awareness across the selection panel.

If appropriate, an individual member may be removed or replaced on the selection panel.

**Job Descriptions and Person Specifications**

The job description will summarise the duties and responsibilities of the post.

It should be a clear, concise and fair representation of the requirements of the post holder and should be reviewed and updated annually at appraisal and whenever a post becomes vacant. It should also confirm whether the post is suitable for any flexible working arrangements.

Where a job role is deemed to fall within the definition of regulated activity, the person specification will include the statutory criterion that “*a satisfactory DBS check, at an enhanced level, to include a Children’s Barred List check*” is required to be obtained for the appointed candidate.

All posts in the setting have an element of safeguarding responsibility attached to them which is reflected in the job description and person specification.

The person specification provides a profile of the ideal person for the post. It sets out the qualifications, experience, skills, personal attributes, attitudes and behaviours needed to undertake the duties and responsibilities of the role, as detailed in the job description. Person specifications are divided into education, skills and experience that are either the ‘essential’ or ‘desirable’ attributes required of the ideal candidate.

All criteria defined as essential is related directly to the job description and evaluated as the minimum requirements for a role to be undertaken effectively.

The person specification will confirm how each essential requirement will be assessed throughout the selection process, e.g. at interview, on the application form etc.

**These criteria must not be changed after the post has been advertised.**

To be shortlisted, candidates must demonstrate, on the application form, how they meet the criteria listed on the person specification.

If there is a legal requirement to do so and/or if it can be objectively justified as essential for the role, e.g., Leader/Manager, Deputy, Room Leader, Qualified Practitioner etc, relevant qualifications will be listed as essential.

Where a qualification is preferred but cannot be justified as essential, the person specification will include the following statement:

*“If you do not have the formal qualifications specified but can demonstrate skills or experience of an equivalent standard, we would still be interested in your application”.*

To ensure equality of opportunity, consideration will be given when stating the length of previous experience required to undertake the role.

**The Application Form**

A standard application form is used for all vacancies, **except for the recruitment of casual staff** where there is a separate application form.

The standard application form is designed so that information related to recruitment monitoring; age, disability, ethnic or racial origin and marital status, is collected separately. Except for applicants who have a disability, shortlisting will be undertaken without this information being available to the appointment panel.

It will be removed by the setting administrator, prior to shortlisting, but will be recorded to ensure the Registered Person/Body is able to report equality data.

Applicants should be advised that where they have submitted an electronic application, they will be asked to physically sign a hard copy of the application form, should they be invited to attend for interview.

**The Recruitment Information Pack**

Applicants responding to job adverts will receive appropriate information about the post, either on paper or electronically via the setting website. The pack should be made available electronically or provided within 48 hours of a request.

The following documents may be made available in hard copy or electronic format.

A covering or ‘welcome’ letter from the Registered Person/Body- this will include details of the closing date, interview date (where known), contact telephone number for applicant queries to be directed, the process of application, shortlisting and deselection, i.e., when candidates should assume, they have been unsuccessful after a certain date.

Where a post is defined as regulated activity, applicants should be advised that it is an offence for a barred person to apply.

Applicants should be made aware that should they be shortlisted, further information relating to criminal records, sanctions and disqualifications will be requested to be considered and discussed at interview.

**It should be clearly stated that CVs are not acceptable and only fully completed application forms will be considered for shortlisting.**

Application Form

Job Description and Person Specification

Any specific job-related information (i.e., organisation chart and additional information)

Any relevant background information (regarding the setting and local area.)

Child protection policy / safeguarding statement

**Advertising**

The purpose of an advertisement is to attract the best candidate for the job role and to deter unsuitable applicants from applying. The advertisement should give applicants information about the type, age range, location and size of the setting.

In order to target under-represented groups, consideration should also be given to advertising in a variety of media.

As a minimum, adverts will be uploaded to the setting’s website, with consideration given to additional resourcing opportunities such as:

* Shropshire Council Early Years Teams site
* Local press and facilities
* Apprenticeship and Kickstart schemes

The setting may decide that a post can be filled from within the setting's current workforce. Such an appointment will be made on the basis of an internal advertisement and open internal competition.

The aim of the job advert is to provide enough information about a vacant post to attract suitable applicants and provide access to, or direct requests for, further information or detail.

Adverts should:

* state the job title, function, pay (including any allowances) and contractual status of the post
* clearly communicate the usual working location of the role, the working hours attached to the post and whether it is full or part time etc
* contain brief information from the job description and essential criteria from the person specification
* when appropriate, include the statement: *“if you do not have the formal qualifications specified but can demonstrate skills or experience of an equivalent standard, we would be interested in your application”*
* include the statement: “*The setting is committed to safeguarding children and young people. All post holders are subject to a satisfactory DBS check..*.”
* contain language that is non-gender specific
* avoid phrases which imply age restrictions
* where appropriate, contain a contact number for an informal discussion about the vacancy, or to arrange a visit to the setting
* specify a closing date for applications
* state the date of the interview(s)
	1. **Shortlisting**

Shortlisting will be undertaken with reference to the criteria set out in the job description and person specification. The panel will consider any inconsistencies in the information provided, look for any gaps in employment and the reasons given for them. This will enable the panel to identify any potential concerns that may be appropriate to discuss with the applicant during the interview.

Shortlisting will be undertaken by a panel convened by the Registered Person/Body or delegated to the Leader/Manager, assisted by appropriate members of staff. It is recognised good practice that an appointment panel should be made up of **at least two people**, one of whom one **should** have completed training in safer recruitment.

**At least one** of those who undertake the shortlisting exercise must also be involved in the subsequent selection/interview process. If possible, one of these will be the line manager to whom the successful candidate will report. Wherever practicable, the panel should have a gender mix.

**Receipt of Application Forms**

An application form will be used for all setting vacancies. **CVs are not acceptable,** and information provided on a CV will not be considered as part of the shortlisting process.

Where practicable, if a candidate submits a CV (only) before the closing date for the post, they should be given the opportunity to complete an application form, with a request to return the completed form before the closing date. If an applicant is unable to complete an application form due to a disability, consideration may be given to accepting an application in an alternative format.

Applicants should be notified that incomplete application forms will not be considered for shortlisting.

Application forms received after the closing date will only be considered in exceptional circumstances, e.g., where proof of posting indicates undue delay through no fault of the applicant. Any decision made to accept an application after the closing date will be recorded with the associated reason(s) for doing so.

Applicants should be aware that receipt of applications will not be acknowledged and that no shortlisting will take place until after the advertised closing date for the vacancy has passed.

Each application form will be carefully considered and applicants will be assessed against the criteria listed in the person specification and job description. Those undertaking the shortlisting process will apply the criteria from the job description and person specification objectively, based on the information provided by the applicant on the application form.

The selection criteria will be applied consistently to all applicants, whether internal or external, and each applicant will be considered in the same way. Candidates who are shortlisted must always meet the essential requirements of the post - the desirable criteria may be used as an additional filter to reach a final shortlist.

Where a qualification is not a legal requirement of the postholder, applicants who do not have the formal qualifications specified, but can demonstrate skills of an equivalent standard, may still be considered for the shortlist.

**Recording the decision**

If there is a large number of applicants who meet the essential criteria of the person specification, the selection panel may apply and consider the desirable criteria of the ideal postholder.

Any applicants who declare a disability on their application form and demonstrate, through their application, that they meet the essential criteria of the role, will automatically be invited to interview.

The results of shortlisting will be recordedwith clear reasons given for shortlisting or rejecting each applicant. The marks scored for each applicant against each criterion on the person specification will also be recorded.

Information obtained during the shortlisting process will be treated confidentially. Comments recorded as to why applicants were, or were not included, must not be discussed, or disclosed outside of the selection panel. The panel may, however, provide relevant and appropriate information to an applicant who requests feedback as to why they were not shortlisted for the vacancy.

**Shortlisted applicants and the self-disclosure of criminal records**

Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. These might include individuals with a relevant criminal record, inclusion on the children’s barred list or if they are prohibited from teaching.

This information must **not** be requested on the application form and only requested of the applicants who have been shortlisted.

The purpose of self-declaration is so that candidates have the opportunity to share and discuss any relevant information at interview, before the DBS certificate is received.

Applicants who are invited to interview should be issued with a self-declaration form asking them to confirm any relevant information relating to criminal records which must be returned to the setting before the day of their interview. Where the applicant has provided an electronic signature, the shortlisted candidate should sign a hard copy of the declaration when they attend, in person, for interview.

Where an individual has voluntarily provided confidential information relating to criminal records as part of their initial application, this information must not be considered as part of the short-listing process.

Where information is provided under secure, separate cover, such as a sealed envelope, on no account will this be opened and accessed until a decision has been made to shortlist the applicant.

**Categorically, this information must not be accessed where an applicant is not shortlisted.**

**Online Search**

The setting will conduct an online search of shortlisted candidates to ensure as far as is reasonably practicable that no online information exists which would potentially make the applicant unsuitable to work with children.

The setting will inform the candidates that an online search will take place and will ensure that any information found does not introduce any bias into the recruitment process and result in candidates being inadvertently discriminated against.

The search will be completed by a senior member of staff not involved in the interview process. Any information found will be passed to the Chair of the interview panel so that it can be appropriately discussed with the applicant during the interview/selection process. This may be within or outside the main interview, dependent on the sensitivity of any information found. The setting will follow a similar process as occurs for discussions about potential criminal convictions disclosed during the recruitment process.

The setting will ensure that it does not inadvertently discriminate against applicants who may be covered by the [Rehabilitation of Offenders Act 1974](https://www.legislation.gov.uk/ukpga/1974/53/contents) and related legislation (i.e. certain spent convictions and cautions are 'protected', and not subject to disclosure to employers, therefore they cannot be taken into account.)

**Inviting Shortlisted Candidates to Interview**

Apart from in exceptional circumstances, all candidates will receive at least 5 days’ notice of their interview. Candidates will be sent written confirmation of their invitation to interview which will set out the following:

* details of the selection process and the makeup of the selection panel
* the date, time and venue of when and where the interview / selection process will take place
* details of any reasonable adjustments discussed and agreed prior to interview, that will enable the candidate to attend
* the list of documents required to be brought to the interview by the applicant for evidence checking, e.g., proof of identity, original certificates relating to professional or educational qualifications
* the requirement for shortlisted candidates to complete and return a self-declaration relating to criminal records, prohibitions and disqualifications, **prior to their interview**
* confirmation that the post is exempt from the Rehabilitation of Offenders Act 1974 and that the successful candidate will be subject to an Enhanced DBS disclosure with a check against the Children’s Barred List.

On the day of the interview, the setting must verify the identity of all candidates and ensure that they have signed their completed application form.

**NB. Where a candidate has completed and submitted an electronic application form, a clean hard copy will be presented to them for signing when they attend, in person, for interview.**

**Inviting Shortlisted Candidates to Visit the Setting**

Where possible and if appropriate, shortlisted candidates should be given an opportunity to visit the setting whilst it is operational, and in advance of their scheduled interview.

* 1. **References**

The challenges of seeking to access and verify references on all shortlisted candidates, in advance of the interview, are widely acknowledged but wherever possible, at least one reference will be requested for all shortlisted candidates (including internal candidates) prior to interview, and in sufficient time for them to be made available to the interview panel.

Where a candidate clearly requests on their application form that no contact should be made with their referee(s) until they have been formally offered a position, it should clearly communicate in a conditional offer of employment, that an appointment will **not** be confirmed until all relevant references have been received and deemed to be satisfactory.

The setting will ensure that any references provided by the candidate’s current employer have been provided by a senior person with appropriate authority.

NB. If the referee is setting or college based, the reference must be provided by the Manager/Leader/Registered Person/Body/Tutor so that any disciplinary investigations and/or safeguarding concerns that may have been confidentially recorded on a personnel record can be appropriately disclosed.

Upon receipt of references, the Appointing Officer must contact the referee directly to confirm the authenticity and origin of the information provided and/or to clarify any aspect of the detail given. Clear notes of any telephone discussion with a referee must be recorded along with the date and time the contact was made.

Only in exceptional circumstances should an interview / selection panel member act as a referee. Where this occurs, such as in the case of internal candidates, a further reference should be sought from an alternative referee.

Where references are not available or supplied in time for them to be referred to and explored as part of the interview and selection process, the setting will ensure that they are sought, reviewed, and verified as part of a conditional offer of employment and before an appointment has been confirmed.

**Information for Referees**

Requests for references must be made on the setting’s standard reference request form. Reference requests should be accompanied by the job description and person specification.

**Requesting References**

At least two references are required as part of the appointment process, one from the candidate’s current or most recent employer plus one other. A reference will also be requested from a previous setting / education employer. Should the current or most recent not be an educational or childcare setting, additionally, a reference may be requested from a previous employer where a candidate has worked with children.

References will be sought directly from the referee named on the application form.

Unsolicited references, sometimes called ‘open references’, addressed ‘*to whom it may concern*’ and provided directly by the candidate along with the application form, **must not** be accepted at any stage in the recruitment process.

* 1. **The Interview and Selection Process**

The main objectives of the interview / selection process will be to:

* determine each candidate’s suitability for appointment, as measured against the person specification and job description
* provide candidates with further information about the job
* select the most suitable person for the job

One member of the Interview Panel should be nominated as the **Appointing Officer** with overall responsibility for making the final appointment decision.

**The Interview**

All vacancies will require a face-to-face interview designed to explore an applicant’s ability to do the job, as set out in the job description and person specification.

The interview is a key element of the safer recruitment process and is a formal opportunity to identify and reject unsuitable applicants and prevent them from being appointed.

During the interview, the panel should ask the same, previously agreed, core questions, devised to provide each candidate with an equal chance to demonstrate their suitability for the job. Supplementary questions may be asked of candidates based on responses to the core questions.

Additional, pre-prepared questions may be asked of individual applicants based on the information provided on their application form and/or in relation to self-disclosure documentation, references etc.

All members of the interview panel must remain objective and ensure they give each candidate equal opportunity to respond to questions asked during the interview.

Whilst each panel member is responsible for keeping clear, concise, objective notes of candidate response, it is recommended good practice that **at least one panel member** does not take notes whilst the candidate is responding to the question being asked. This provides for appropriate eye contact and engagement with the candidate and will help to ensure that a full and clear response has been given.

The panel should discuss and agree their approach, prior to the interview, identifying the questions they prefer to ask, between them.

At the end of the interview, candidates will have the opportunity to ask their own questions about the job or the setting. The Chair of the panel will ensure that candidates are aware of the timetable for the rest of the recruitment process and how an appointment decision will be communicated.

**Other Selection Methods**

The selection process should normally involve at least one other selection method in addition to the interview.

Written Tests -this could involve a job-related task which requires a reasoned, written response that tests each candidate’s ability to supply and draw from their own experience and knowledge, as well as their ability to communicate effectively.

Practical Task/Activity (relevant to the position) **–** applicants will be advised of the nature or focus of an observed lesson plus the details of any other practical task or activity they are required to undertake during the selection process.

**Feeding back to Candidates**

Once a decision has been made in relation to an appointment (even where it is decided that no appointment can be made), a nominated member of the panel will contact all shortlisted candidates who have attended for interview, appointed or not) to offer constructive feedback about the application and interview. This will normally be within 5-working days of the interview.

* 1. **Making an Appointment and Pre-employment Checks**

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks has been undertaken. The offer of employment will be made in writing, by the Registered Person/Body, to the successful candidate as soon as possible after the interview.

This will be in the form of a **conditional offer** of employment which is subject to satisfactory receipt and verification of all outstanding pre-employment checks.

Once all pre-employment checks have been received and deemed to be satisfactory, a formal confirmation of appointment will be issued to the successful candidate, in writing, by the Headteacher.

The Appointing Officer must send all appropriate new starter information to the Employment Services Team as soon as possible. This will ensure that on ‘Day 1’ of employment, the appointee has been set up on payroll and can be issued with a written statement of employment particulars.

**Pre-employment Checks**

Appointments are subject to satisfactory receipt and/or confirmation of the employment checks detailed below, and any offer of employment will be conditional, until such time as all checks have been completed and accepted by the setting as satisfactory.

Once the pre-employment checks have been completed, the Registered Person/Body will confirm the offer of employment in writing, confirming that all necessary checks have been made and confirmed as acceptable.

Proof of Essential Qualifications -all shortlisted candidates will be asked to bring to the interview, documentary proof of the qualifications stated on the person specification as an essential requirement of the role. If these documents were not made available at the interview stage, the Appointing Officer will inform the candidate that, if successful, they will be required to present the original certificates prior to the offer of employment being confirmed.

Criminal Records Checks (DBS) - All posts which involve working directly with children, young people in setting are exempt from the Rehabilitation of Offenders Act (1974), Section 4 (2) by virtue of the Rehabilitation of Offenders Act (1974) (Exemption) (Amendment) Order 1986.

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’.

This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Setting application forms have been revised and updated relating to positions that are eligible for a Standard or Enhanced DBS check, in line with the filtering rules.

Settings are still entitled to ask if a shortlisted candidate has any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974 and if they have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020.

Shortlisted candidates for setting posts are obliged to declare any pending court actions, all previous criminal convictions, bind-over orders or cautions, which for other posts would be considered spent. Failure to disclose this information could lead to an offer of employment being withdrawn.

Further GOV.UK guidance is available [here](https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide#can-an-employer-ask-an-individual-to-declare-details-of-all-convictions-and-cautions).

The setting adheres to the relevant provisions of the [DBS Code of Practice](https://www.gov.uk/government/publications/dbs-code-of-practice) and all posts within this setting require an enhanced DBS check to be checked and approved prior to a new employee’s start date.

The setting has a policy on the recruitment of ex-offenders and a criminal background will not automatically debar an applicant from employment.

The appointed candidate is required to present an original DBS certificate for the Registered Person/Body to view and record the necessary details from it on the settings central record.

Where a DBS check reveals information not previously disclosed by the individual and/or discussed at interview stage, a further meeting will be convened with the Registered Person/Body who will make a final decision as to whether or not employment will be confirmed.

All information will be treated in the strictest confidence and access to such information will be restricted to those with a legitimate need to see it.

[Statutory guidance about disqualification under the Childcare Act 2006](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006) set out the circumstances in which an individual will be disqualified from providing ‘relevant childcare’ or from being directly concerned in the management of such provision

Where applicable, shortlisted candidates will be asked to provide details of any such qualification and complete the setting’s self-declaration form which sets out the relevance of the 2018 Regulations.

Where a positive declaration is made, the Registered Person/Body will meet with the individual to discuss the declaration further. Employment will not commence until an appropriate decision has been made by the Registered Person/Body.

Equality and Access Considerations - if a candidate requires any adjustments to be made to enable them to do the job, these will be discussed with the individual prior to the start of their employment.

**Right to Work in the UK**

The law on preventing illegal working is set out in sections 15 to 25 of the Immigration, Asylum and Nationality Act 2006 (the 2006 Act) which replaced section 8 of the Asylum and Immigration Act 1996.

There are two types of right to work checks: a manual document-based check and an online check.

To ensure that a preferred candidate is legally allowed to do the work in question, a ‘right to work’ check must be made before the setting confirms an appointment

* 1. **Non-UK Nationals**

Individuals who have lived or worked outside the UK must undergo **the same checks** as all other staff in settings or colleges.

The main visa route for non-UK teachers in England is the skilled worker visa.

DBS checks for non-UK nationals require applicants to provide at least one [primary document](https://www.gov.uk/government/publications/dbs-identity-checking-guidelines/id-checking-guidelines-for-standardenhanced-dbs-check-applications-from-1-july-2021#primary-documents) from the list prescribed the UK government.

Not all countries provide criminal record information, and where they do, the nature and detail of the information provided varies from country to country. Settings and colleges should also be mindful that the criteria for disclosing offences in other countries often have a different threshold than those in the UK. The Home Office provides guidance on criminal records checks for overseas applicants which can be found on [**GOV.UK**](https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants).

* 1. **Induction and Training**

All new employees will be subject to the setting’s consistent induction process during the first term of their employment.

As part of the induction process all staff should be made aware of the systems within the setting and should

* Know how to spot signs that a child may be experiencing abuse.
* Know how to respond appropriately if a child makes a disclosure about abuse.
* Know who the Designated Safeguarding Lead is

The following elements of staff induction will be administered **within the first week** of employment.

* Safeguarding and child protection policy.
* settings behaviour policy *(which should include measures to prevent bullying, including cyber bullying)*
* staff behaviour policy
* role of the designated safeguarding lead (*including the identity of the designated safeguarding lead and any deputies).*
* Emergency evacuation procedures
* Copy of Part One ofKCSIE 2023 should be provided to all staff at induction
* Health and safety issues

Copies of policies referred to in the Safeguarding and Welfare requirement of the Statutory Framework for the Early Years Foundation Stage 2021; Staff qualifications, training, support and skills 3.21 should be provided to staff at induction.

The aims of the settings induction process is to:

* familiarise employees with their new environment
* be aware of the appropriate behaviors and standards of conduct expected
* help them to develop skills and the knowledge to do their job
* gain an awareness to how their post relates to the rest of the setting
* gain an awareness of the culture of the setting
* become a motivated and effective member of staff as quickly as possible

All staff must be given a job description which sets out their role and responsibilities. These should be reviewed annually.

2 copies of their contract should be presented and 1 copy returned signed and dated within a month. These contracts are to be reviewed and maybe altered depending upon changes in responsibilities/hours worked/rates of pay.

All records relating to staff are securely kept on the premises.

The Designated Safeguarding Lead will take a key role in ensuring all staff have access to, and opportunity for, continued training and development in relation to safeguarding and promoting the welfare of children.

Training opportunities will be identified and agreed during an employee’s annual appraisal. It can be an area that they wish to develop or an area the leader feels needs improvement.

The setting will ensure all employees receive appropriate training in accordance with statutory and/or setting requirements and priorities as well as to ensure its ongoing commitment to developing its workforce to ensure we offer quality learning and development experiences for children that continually improve.

All staff are expected to attend paediatric first aid training and safeguarding training every 3 years.

If staff attend training during the opening hours of the setting, we ensure that there are adequate staff to maintain adult: child ratios, and to meet the minimum qualification requirements as stated in the Statutory Framework for the Early Years Foundation Stage (Sept 2021).

If staff attend training during evening and weekends, they will be paid for these hours.

In small settings with only two staff present the law requires that one member of staff must be qualified to at least level 3 and the other member of staff must be qualified to at least level 2.

Records of attendance on training attended will be kept by the setting leader and stored securely in the setting.

Staff will be responsible for keeping their own portfolios up-to-date, and the portfolios should include qualification certificates and certificates from training attended.

Staff who have attended training will have an opportunity to disseminate training to the rest of the staff team. They will be expected to determine how the training will impact on practice and on outcomes for children.

The setting will endeavour to support staff to improve their qualification levels wherever possible. For staff without a relevant qualification, we will consider supporting them to obtain a relevant level 2 qualification.

* 1. **Appraisals and supervision**

We ensure that all staff have access to regular supervision meetings and appraisals.

The Registered Person will ensure the work of staff on a day-to-day basis is supervised so that staff are able to work as effectively as possible.

Formal supervision meetings with a line manager will give staff an opportunity to discuss sensitive issues confidentially, and to identify training needs.

Supervision will provide staff with the opportunities to:

* Discuss any issues, particularly concerning children’s development or well-being;
* Identify solutions to address issues as they arise and
* Receive coaching to improve their personal effectiveness.

In addition to formal and informal supervision, all staff will have an annual appraisal. This will cover feedback from both the employee and employer on performance, and identify targets and training needs for the forthcoming year.

**Probationary Periods**

All new support staff employees will be subject to a probationary period which will be set out in the conditional offer letter and confirmed in the confirmation of appointment and the written statement of employment particulars.

Probationary service shall not apply to any member of staff with previous continuous service with another local authority, or with other previous service accepted by the setting, as appropriate to the post being filled.

**Single Central Record**

Setting must maintain a record of all the pre-employment checks of employees (including supply staff and regular volunteers) who work in the setting. This record is subject to inspection by Ofsted.

The setting’s record must cover all staff, including students and volunteers, agency and third-party supply staff, even if they work for one day.

The record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed, or certificate obtained:

* an identity check
* a barred list check
* an enhanced DBS check requested/certificate provided
* a check of professional qualifications, where required; and
* a check to establish the person’s right to work in the United Kingdom.

**Committee Members**

All members of the committee should complete safeguarding and child protection training appropriate to equip them with the knowledge to challenge and assure themselves that appropriate safeguarding policies and procedures are in place within the setting.

**Volunteers**

Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Whilst volunteers play an important role and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles varies. The setting will undertake a written risk assessment and apply professional judgement and experience when deciding what checks, if any, are required.

The risk assessment will consider:

* the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision
* what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
* whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability
* whether the role is eligible for a DBS check and, if so, what level is appropriate.

Details of the risk assessment will be recorded.

The setting will seek an enhanced DBS check (with children’s barred list information) for all volunteers who are new to working in regulated activity with children, i.e., where they are unsupervised or look after children regularly, or provide personal care on a one-off basis in our setting.

* 1. **Recruitment Monitoring**

The setting is required to monitor its recruitment processes and provide information on the ethnic origin of applicants to fulfill its duty under the Equality Act 2010.

All applicants for are required to complete a recruitment monitoring form as part of their application form. This form will be detached and stored separately and is not seen by any member of the selection panel.

Examples of the type of information we gain from the monitoring process include:

* numbers of applicants for posts
* gender breakdown of applicants
* age breakdown of applicants
* ethnicity of applicants
* disability status of applicants
* where adverts are seen

After an appointment has been made, the Appointing Officer is responsible for the completion of this information and should be retained within the setting for a minimum period of 6 months, post the appointment of the successful applicant.

### Disciplinary and grievance procedure

* Usually the leader will be responsible for any matters arising.
* If necessary the chairperson will be present or available to refer to.
* The policy is available separately to this document.

### Workers from Other Organisations

When other organisations are commissioned to provide a service, they must agree to provide evidence of a valid DBS certificate. Staff will always be present at these sessions. Any concerns regarding their compliance with their safeguarding responsibilities will be reported to SSCP.

* 1. **Equalities Legislation**

The Registered Person will comply with relevant equalities legislation, specifically:

* Equality Act 2010
* Employment Relations Act 1999
* Employment Rights Act 1996
* The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
* The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
* The Agency Workers Regulations 2010

The Registered Person will promote equality in all aspects of the setting, particularly with regards to all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development. It will ensure that its processes are open, transparent and fair and all decisions will be objectively justified.

8. Student/Volunteer Placement Policy

### Statement of Intent

Sunshine pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by us. As part of our commitment to quality we offer placements to students undertaking early year’s qualifications and training including Cache and NVQ and also offer placements for work experience to students from the local secondary schools.

### Aim

We aim to provide students with experiences that will contribute to the successful completion of their studies and provide examples of good practice.

### Methods

* We require that students/volunteers are DBS checked before placement( not applicable to work experience students on two week placements)
* Students/volunteers should be 16 years or older when starting placement( not applicable to work experience students on two week placements)
* Students/volunteers are not included in our staffing ratio
* We will carry out a short induction and familiarisation session on the student’s/volunteer’s first day.
* The student/volunteer will have access to our policies and procedures
* It will be explained that mobile phones must be kept in the office
* We require students/volunteers to maintain our confidentiality policy at all times. Personal mobile phones are to be kept in the office and used only at break times.
* We supervise all students/volunteers. There will be no unsupervised access to children until a DBS check is received. No student under 17 will have unsupervised access to children.
* We have full employers’ liability and public liability insurance
* We will cooperate with students’ tutors in order that the student meets the full requirements of their course.

9. Recruitment of Ex-offenders Policy

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants’ suitability for positions of trust, Bomere Heath Sunshine Pre-School complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of Disclosure on the basis of a conviction or other information revealed.

Bomere Heath Sunshine Pre-school is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.

We have written a policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select candidates for interview based on their skills, qualifications and experience.

At interview, or in separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matters that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offence

10. Special Educational Needs

## Special Needs Policy

**SEN Definition**

(When SEN is written it is abbreviation for special educational needs, SENCO is special education co-ordinator, and a PCP is a person centred plan)

A child has SEN if they have a learning difficult or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do if special educational provision was not made for them (Section 20 Children and Families Act 2014).

**SEN Vision**

Our principles and objectives:

All children are entitled to an education that enables them to:

* Achieve the best possible educational and other outcomes, and
* become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)

This policy complies with the statutory requirements laid out in the SEND code of Practice (January 2015) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for school DfE Feb 2013
* SEND Code of Practice 0-25 (revised January 2015)
* The Early Years Foundation Stage (EYFS) framework Sept 2021
* Behaviour policy
* Safeguarding policy
* Admissions policy
* GDPR policy

**Basic information about SEN Provision**

We recognise that all children develop at varying rates. Our concern is when a child develops at a significantly slower rate than their peers or would normally be expected in the four broad areas specified in the SEN code of practice. (Communication and interaction; cognition and learning; social, emotional and mental health development and sensory and/or physical development)

As a matter of course activities are differentiated by staff to take account of normal levels of ability and development.

Parents are encouraged to discuss any issues and concerns with their key person or the SENCO.

**Management of SEN within the pre-school**

All children receive a broad and balanced curriculum, relevant to their needs. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. Each week staff informally consult each other regarding children’s progress. If staff have concerns about a child Kerry or Josephine suggests activities that may help them. We also cover SEN issues during regular staff meetings, evaluating processes and practice to improve outcomes.

We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the setting.

If staff feel that a child may benefit from additional help they will firstly speak to the parents. Parents hold key information and knowledge about their child’s needs and experiences which will contribute to finding the best ways to support them. With their permission the staff will seek help from outside agencies in assessing that child’s needs .

Diagnosis of needs will be made by the relevant departments, not staff. Staff will work alongside agencies and parents to ensure the child is supported in an inclusive education.

Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual child.

**The Keyworker and their role**

Each keyworker is responsible for:

* The progress and development of every child
* Working closely with colleagues to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
* Working with the SENCo to review each child’s progress and development and decide any changes to provision
* Providing information, reports or attend review meetings based on the person-centred principles.

**The SENCO and their role**

The SENCO for our setting is Kerry Prince. Josephine Driscoll is SENCO trained and assists in the following responsibilities:

* Work with committee members to determine the strategic development of the SEN policy and provision ensuring that preschool meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
* Having day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with Education Health Care (EHC) plans.
* Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
* Being a point of contact, ensuring there is a liaison with parents and other professionals in respect of children with SEN
* Advise on the fourpart cycle, known as the graduated approach to SEN (assess, plan, do, review) recording targets and progress on PCPs for children with an identified need
* Ensuring that the relevant background information about children with SEN is collected, recorded and updated
* Advise on the deployment of staff and other resources to meet children's needs effectively
* Liaise with school to ensure children and parents are informed about options and a smooth transition is planned.

All staff have a responsibility to assist children with SEN. They have a duty to report any concerns to the SENCO.

**Admissions**

We welcome all children to our setting and endeavour to ensure that appropriate provision is in place for the child with a known additional need. All children with SEN play a full part in the daily life of the setting and will be encouraged to join in all activities. Adaptations will be made to activities to ensure inclusion is maintained as far as is possible.

**Identification**

We are committed to the early identification and intervention of children who may have additional needs. Parents will be advised at the earliest opportunity if staff have concerns about their child.

**Observation and assessment**

All children are observed whilst at the pre-school, if we have reason for concern, furthermore detailed observation will be planned for. Parents/carers will also be asked to provide information which may be relevant.

If a practitioner has reason for concern an intervention plan is devised. The Individual learning plan is additional to and different from the normal programme that is usually provided in the weekly planning. The staff liaise with the SENCO, parents and carers and involve then in setting targets and strategies. All targets are small, easily achievable steps, shared with the child if appropriate and reviewed at least every half term.

The area SENCO will be contacted for further advice and professional support.

If adequate progress is not made after a substantial period of intervention the practitioner, in consultation with the parents may conclude that further support from outside the setting is necessary.

In some cases professionals for health, education or social services may become involved with the child either in an advisory capacity or in providing support themselves. Parents will always be notified and invited to any discussions. They will be involved in any new targets and strategies set.’

In a very few cases it may be necessary for the setting to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. If, in rare cases, the needs are considered to be severe and complex, a statement of special educational needs may be issued.

**Review**

The SEN policy is subject to a regular cycle of monitoring, evaluation and review.

The SENCO will ensure that all appropriate records are kept and available when needed. These will always be available for the parents to see and can be a source of invaluable information for practitioners in the future. They will be held in a secure place.

All information gained is used to support planning in order to aid progress.

We will endeavour to do our best for all the children but if you have any concerns about your child’s development please speak to your key person or Kerry

**Parent Partnership**

Parents/carers will be informed at the earliest possible moment that the setting has concerns.

Parents are invited to review meetings to discuss progress and to be involved in setting targets and strategies to be implemented at home and school. Meetings can be held at a mutually convenient time and place, not necessarily at the setting but in your home or a room in the school. Generally meetings would be held after a session.

Parents are encouraged to use Parent Partnership service for support and advice or to bring a relative/friend with them to any meeting if they wish. Following this initial meeting a further meeting involving outside agencies such as the health visitor or speech therapist may be invited along to give guidance.

**Confidentiality.**

Meetings held should be confidential and information will only be passed to relevant agencies with parents permission.

**Additional/Different needs**

This may be in the form of additional equipment, different material, group or individual support or extra adult help. It may be necessary for the staff to receive additional training or support.

**Working with other agencies.**

We work with Health visitors, speech and language therapists, physiotherapists, occupational therapists and other medical staff if necessary. Our first point of contact is usually an Area SENCO (a trained special needs teacher) who is attached to the local authority and provides further training sessions during the year for all SENCO’s working in a designated area.

No other agencies will be contacted unless parents give permission for us to do so.

We can refer children and their families through phone calls to the relevant department or referral forms (in the case of O.T.’s) or suggest that you attend a drop in session (for Speech and Language).

**Skills and specialities.**

Kerry and Josephine have attended SENCO training organised by the Local Authority, this is refreshed every 3 years. All staff have attended Makaton training (Signing). Staff attend various training throughout the year and courses covered have included:

* Behavioural management,
* Autism,
* Sensory processing issues,
* Dyslexia and Dyspraxia

**Transfer of information to school or other settings.**

When your child is ready to move onto the reception Kerry will meet with the class teacher to discuss any necessary arrangements or procedures that are in place. A meeting with her and the school SENCO can be arranged if necessary.

**Access facilities**

Specialist equipment necessary for inclusion can be sourced through our area SENCO. Some funding for equipment is available and we can often borrow equipment for short periods from other settings.

We have several vehicles outdoors that can be operated by hands and not using foot pedals.

If a child requires extra support that we have no knowledge of we can organise training for them through the local authority or health service.

We do not have a disabled toilet in the setting but there is one in the primary school if necessary. We do have a ramp for access into the setting.

**Evaluation procedures**

The staff continually review and report on areas of development between them. Every half term review targets are set and will ensure that progress is being made and, if not, new strategies will be implemented.

11. Admissions

The pre-school can accommodate 20 children at each session, from the age of two years to five years. Priority is given to the eldest child on the waiting list when vacancies arise. Occasionally priority may be given to a child with additional needs if this is deemed to be of benefit for their inclusion, or if a family moves to the area with a child of greater age than those in the waiting list. The adult/child ratio is 1:8 for 3 years and above and 1:4 for the under 3’s.

Parents and guardians are very welcome to visit the group at any time prior to your child starting the group. We operate a key person system whereby your child will be allocated to a member of staff and they are responsible for observing, assessing and maintaining records on your child. The key person is the first point of contact within the group if you have any queries regarding your child. Through settling in sessions new children should have formed a bond with their key person prior to being left at preschool.

**Fees**

Fees are £5.25 per hour for 2 year olds and £5 for 3 and 4 year olds not using early years funding. At present we can offer up to 10 sessions per week to children over 3 and up to 5 sessions per week for children under 3. A voluntary £10.00 administration fee is payable to ensure a place and to cover cost of admission forms. New parents will be asked if they would like this included on their first invoice during the induction process. An earlier start and/or later finish are available by arrangement. Charges will calculated based on the number of children in attendance to cover the operation costs of preschool.

Parents will be sent an invoice via email at the start of each half term. Invoices will be a password protected Word document attached to an email. Payments should be made by bank transfer each half term. Payments by cheque, cash, vouchers or special arrangements may be requested and are to be agreed with the Treasurer in confidence. Fees are to be paid in full by the end of the month they are issued. A receipt is given on payment. It is important that fees are paid on time as income from fees is used to pay staff wages, rent on the premises, resources and food for the children, etc. If you are having difficulty paying your bill please make arrangements to speak to the preschool leader, chairperson or treasurer to work out a payment plan. If such an arrangement has not been made and payment has not been received within 14 days of the pay by date a reminder invoice will be issued with a late payment fee of £10 added. If full payment has not been received by 21 days from the pay by date a final warning invoice will be issued giving 5 days to pay the full amount. Parents will also receive written notice of the removal of their child’s fee paying sessions at preschool. This will not apply to the child’s Nursery Education Funded sessions. If payment has not been received by 28 days from the pay by date then procedures will begin through the small claims court to recover the money which is owed to the preschool.

If a child is absent/on holiday then fees are still chargeable.

A minimum of half a term’s notice is required in writing prior to a child leaving preschool, unless the child is leaving to attend school. If notice periods are not observed, one month’s fees in lieu of notice will be due. This amount will be invoiced and payable prior to the child leaving preschool.

**Nursery Education Funding (NEF)**

The preschool is registered with Shropshire Council to provide Nursery Education Funding. All children are eligible for 15 hours per week free childcare for 38 weeks per year from the term after their 3rd birthday. Parents/carers are asked to complete a parental declaration each term to request that Bomere Heath Sunshine Preschool claims the NEF from Shropshire Council for their child. This declaration needs to be completed and signed each term in which their child will be in receipt of Nursery Education Funding. Parents must notify preschool if their child attends more than one childcare provider. Parents will be asked to provide a copy of their child’s birth certificate.

Where both parents are working for a minimum of 16 hours per week, (or a single parent works more than 16 hours per week) they are eligible to apply for up to 30 hours extended free childcare. Parents can apply for extended funding by visiting [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk). Parents will receive a code which will need to be recorded on the parental declaration to enable the preschool to claim for extended funding. Parents should be notified by email when their application will need renewing (approximately every 3 months).

 Families receiving some forms of support may be eligible to 15 hours per week free childcare for 38 weeks per year from the term after their 2nd birthday. Parents can apply for 24U funding by visiting [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk). Parents should receive a letter quoting a code if their application is successful. This code will need to be recorded on the parental declaration.

When any additional funding is being claimed, preschool will ask the parent to provide a proof of ID and a proof of address.

If your child is claiming nursery vouchers at another group and you choose to move your child to our group partway during the term the vouchers cannot be transferred and you will be liable to pay for each session your child is registered for during that term.

A rota for helping in the group sessions may be in operation from time to time depending on the numbers and ages of children. A rota will be displayed in the foyer and parents are asked to try and help out whenever possible.

It is required by law that certain information is held on file about the child and family. This includes:

* Full name, address and telephone number of child, parents and emergency contact.
* Child’s date of birth
* Record of immunisations and other health details
* Name and address of GP
* Food and medical allergies
* Access and custody arrangements.

This data will be held in conjunction with General Data Protection Regulations May 2018), refer to Confidentiality Policy.

Parents will be asked to sign a Privacy & consent Notice as part of the application procedure. This details the data we require, the reason why we require it, who we share it with, how long we keep it and the parents’ right to withdraw their details.

Parents will be asked termly to provide confirmation that their personal information is up-to-date.

A register is completed as the child arrives. This is vital for safety in the event of fire or other incident.

Parents/carers are asked to notify a member of staff of a child’s absence, either by telephone or text message to the preschool 07743 197988 either before or as soon as possible after the start of the session. The reason will be noted in the register by a member of staff. This is to ensure the child’s safety.

No child may be removed from the main room at the end of the session until the parent or carer is seen by a member of staff. Please inform a member of staff if the named person listed on admission form is not collecting your child and ensure the member of staff writes the details on the notice board.

Parents are asked to provide a healthy snack for the whole group once every half term. Parents will be notified by email the date of their child’s snack day. Fresh drinking water is always available and milk is offered at snack time.

If you have a complaint about this setting please refer to our complaints policy in this booklet.

See also Other Emergency Incidents in Health and Safety Policy.

12. Medicines

## Administration of medicines

If a child is on a prescribed medicine the parents are responsible for administering the prescribed dose before arrival at preschool. Staff should not be asked to take responsibility for administering prescription drugs for short term illnesses.

With regard to administration of life saving medication/long term medication:

* Written information will be obtained from the parent giving clear instructions about the dosage, administration and giving permission for the child’s key worker (or senior member of staff present) to administer the drugs. This will be recorded on official DFES forms.
* The medication must be clearly labelled with the original label from the dispensing chemist; this should include the child’s name, dosage and instructions for administration. Medications needing a measured dose will be checked by two staff. It will be placed in the fridge or kitchen area for ease of access by the staff.
* An individual form will be used to record the name of the child receiving the medication, date, time and signature of member of staff administering the drugs. Parents will be asked to counter sign at the end of the day.

Preschool will only accept prescription medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Under no circumstances will a child be given medicine that has been prescribed for someone else. If the medication is short-term and/or needs to also be administered at home, it will be handed to the parent or guardian, by a member of staff at the end of each day. If a child requires an epi-pen, we require 2 epi-pens to be provided to Sunshine. If medication is taken on an outing, it will be carried by the designated First Aider along with any action plans. This is also noted on the Outings Risk Assessment filled out for the trip. If medicine needs to be discarded, it will be returned to the parents to do so.

Training will be obtained for staff if necessary for specific medical needs.

The Shropshire Clinical Commissioning Group has adopted the national NHS England policy on self-care for self-limiting and minor health conditions (June 2018). A list of examples of minor conditions that will no longer be prescribed for by a GP is displayed behind the main door. Parents may decide to treat such conditions by purchasing over the counter medication. Whenever possible it should be administered by the parent before/after school. However, if the need does arise, (as stated in the statutory guidance on the Early Years Foundation Stage Sept 2021)

* Written information will be obtained from the parent giving clear instructions about the dosage, administration and giving permission for the child’s key worker (or senior member of staff present) to administer the drugs. This will be recorded on official DFES forms.
* The medication must be clearly labelled by the parent, this should include the child’s name, dosage and instructions for administration. Medications needing a measured dose will be checked by two staff. It will be placed in the fridge or kitchen area for ease of access by the staff.
* An individual form will be used to record the name of the child receiving the medication, date, time and signature of member of staff administering the drugs. Parents will be asked to counter sign at the end of the day.

The preschool will ensure that the first aid equipment is kept clean and used items replaced at first opportunity. Sterile items will be kept sealed until required.

All staff is paediatrically trained in first aid and renew their training every three years in accordance with guidelines

Certificates of first aid training will be displayed on notice board.

All accidents will be recorded, this record is shown to parents who are then asked to counter sign it. Records will be kept in a safe/confidential folder. Any serious accidents will be reported to Riddor and Ofsted in line with their recommendations.

The staff member with special regard for replenishing stock of first aid equipment is Josephine Driscoll.

13. Behaviour Management including anti bullying procedure

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. Our aim is to develop an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

* All staff will try to provide a positive model for the children with regards to friendliness, care and courtesy and to offer strategies for handling any conflict.
* All staff in the preschool will endeavour to ensure that the rules are applied consistently, so that children have the security of knowing what is expected of them.
* Staff in the setting will praise and endorse desirable behaviour such as kindness and willingness to share. This is by means of verbal and non verbal gestures e.g. smiles and thumbs up. Praise will be given to individuals and whole group behaviour.
* Staff will set good examples amongst themselves and show respect to the children and their family’s views.
* Children will be encouraged to care for their environment and treat the equipment and other children with respect.
* Play opportunities will be well planned and appropriate to the stages of development and set out to enable children to make positive choices to avoid challenging behaviour due to boredom
* Parents and management should also behave in an appropriate manner

When children behave in an unacceptable way:

* Children will be asked to refrain from any unacceptable behaviour i.e. placing themselves or others in danger, preventing others learning or where equipment may be damaged. If this is not enough they will be removed from the activity and guided into another. Where possible adult support will be given in seeing what was wrong and how to cope more appropriately.
* There may be occasions when a time out period is necessary. This will be kept to a minimum. Usually one minute for each year of a child’s life.
* Children will never be sent out of the room by themselves
* Physical restraint will only be used to prevent physical harm occurring to children or adult. We will restrain a child by holding them facing away from us with our arms wrapped around them and preferably sitting on the floor. This would be for the shortest length of time possible. Any significant event of this nature will be noted in a confidential report kept in a secure file and reported to the parents on that day.
* In any case of undesirable behaviour it will be made clear to the child/children that it is the behaviour not the child that is unacceptable.
* Physical punishment will never be used or threatened.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.

Incidents where a child has caused a minor injury to another child or staff member will be recorded in our incident log which is kept securely in the office.

If a child is consistently displaying inappropriate behaviour his/her parents will be invited to discuss a plan of action which will be implemented by the staff.

The staff member with special regard for behaviour management is Kerry Prince. Kerry has attended courses on behaviour management and disseminates information with other staff.

Further help or guidance is available from the Pre School Learning Alliance and from our Special Educational Support department.

##### Anti-Bullying

Bullying is regarded as antisocial behaviour and may affect anyone. A bully is any individual who treats another person cruelly either physically, verbally, emotionally or in a racist/sexual way, refer to **Safeguarding Policy.**

This behaviour is totally unacceptable and will be dealt with immediately.

We reassure the” victim” and encourage empathy between both parties.

 We teach the whole group about feelings through stories, songs and discussions.

In any cases where bullying is witnessed, discussion with both parties will take place.

In severe cases of constant bullying the parents of all children involved will be invited to discuss the matter and a plan of action will be taken.

We try to encourage children to use a loud voice and ask other children to refrain from doing any actions that they do not like or that makes them feel uncomfortable.

Parents who have concerns about the behaviour of other children should discuss with a member of staff. Parents are strongly advised not to post comments on social media about specific children’s behaviour.

14. Complaints

## Complaints Procedure

We aim to offer each child a warm and caring environment in which they can develop as they play. We believe all children and their parents are entitled to the courtesy and attention to their need and requests.

If you are uneasy about any aspect of the group, please talk to a member of staff in the first instance.

If this does not resolve the problem the parent should put their complaint in writing and request a meeting with the pre-school leader and the Chair person. Written complaints will be dealt with, and complainant notified within 28 days of result. Written complaints will be retained for three years for inspection by Ofsted.

Most complaints should be resolved informally at this stage.

If you are still not satisfied you should approach the Chair person to discuss further possibilities. An external mediator can be invited to listen to both sides and offer advice. (Usually a member of the Pre-School Learning Alliance) An official complaint form will be completed by the chairperson if necessary and forwarded to Ofsted within the allotted time.

In some cases it may be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure that a child is not at risk and that all requirements of registration are being adhered to.

Most complaints should be able to be resolved by early discussion. This is in the interests of the child, staff and the parents. We will treat all complaints seriously and in confidence. Any complaints received will be reviewed at AGM maintaining anonymity for the complainant and outcome of investigation.

Complaints to:

The National Business Unit,

Shore street

Manchester.

or

Tel 0300 123 123

15. Health and Safety

At Sunshine we promote a healthy lifestyle and high standard of hygiene in our day to day work with children and adults.

**Oral Health** We recognise the importance of promoting good oral health habits from the earliest age. Teachers support children’s understanding of good oral health in a number of different play-based ways. This includes role-playing with dolls and soft toys, reading stories, talking about healthy food and drinks that help grow strong teeth, and those that do not. Where possible, the preschool also provides parents and carers knowledge and practical advice to support oral health at home.

We are insured through the Early Years Alliance with public liability insurance (a legal requirement). The current certificate is displayed on the setting wall and a booklet explaining full details of our cover is held with the treasurer’s files. A disease exclusion has been applied to most parts of the policy. Advice may also be sought from the Association of British Insurers (ABI) by telephone on 020 7600 3333 or email info@abi.org.uk. The British Insurance Brokers’ Association (BIBA) can offer guidance and can be contacted by telephone on 0370 950 1790 or email enquiries@biba.org.uk. The local Citizens Advice Bureau can also offer guidance.

## Emergency Evacuation, Invacuation and Fire Safety

### Emergency Evacuation Procedure

In the event of the pre-school needing to be evacuated (fire, flood or structural damage) the children will be led out of the building as in a fire drill and onto the playground.

If the pre-school is deemed unsafe for occupancy the children will be accommodated in school until parents arrive to collect them. If school in unable to accommodate us the children taken to the village hall carpark across the field and await collection by parents. The parents will be notified by mobile phone using the emergency contact list.

The local authority will be notified, as will Ofsted if the closure is prolonged.

In the event of protracted closure the Methodist Church has agreed to accommodate us for some sessions. Our contact with the Methodist Church is Mrs. J. Griffiths of Green Close.

We will do all we can to remain open, or re-open as soon as possible.

If flooding or severe weather has significantly impacted preschool, additional support can be requested by contacting the incident support team who will be able to assist us with getting your setting reopened as quickly and safely as possible. Email: incident.support@education.gov.uk

Fire extinguishers are situated in the kitchen and by the fire exit. A fire blanket is positioned in the kitchen below the wall cupboard. These are provided by school and their annual check is arranged and by school. A log of these checks is held in the health and safety folder in the office. The smoke detectors and fire alarm points are checked by school every Friday morning during term time.

An evacuation drill will be completed at least termly. A log book is completed after each fire drill and noted in the daily register. Along with date and time, comments on effectiveness of evacuation are recorded for evaluation at staff meetings and termly health and safety meetings with school.

Emergency Evacuation (Fire) Drill Procedure

The procedure for emergency evacuation of the pre-school is as follows:

Upon hearing fire alarm sounding (continuous siren) or the whistle blowing (long blows)

1. **Children will be mustered as follows:-**

If all children are indoors:

* the deputy will move to fire door and the children will be told to line up with her;
* the leader will collect the register and the phone, check the toilets (unlock main door if possible).

If outdoor play:

* the adult outdoors will move to the green gate (preventing preschoolers from being swept along with KS1 children) the children will be told to line up with her (without obstructing gate);
* indoors the adult will tell children to line up by the main door she will collect the register and phone, check the toilets and lead the children to the green gate;
* the leader will gather any remaining children from outdoor area.
1. **the group will be counted by the leader and led out onto the large playground by the deputy.**

If incident is within preschool room do as above and in addition

1. **adult to raise the alarm (for whole school use red fire break glass points located at each external door, for preschool only drill use whistle and shout);**
2. **the leader will summon emergency services;**
3. **Remember**

GET OUT, STAY OUT, CALL THE FIRE BRIGADE OUT

Command chain:

1. Leader – ensures evacuation of all persons

2. Assistant – leads group from building

3. Assistant – counts out children, any absences shouted out to leader

**Emergency Invacuation Procedure**

In the event of any safety threatening situation arising outside of the preschool the children will be lead into the building and seated in or as near to the office as possible (depending on numbers). If the alarm was raised by school we should remain until the all clear is given by school. If preschool are raising the alarm the leader should use the yellow break glass invacuation alarm (located just inside the internal entrance door near to the light switches for the classroom) to alert school and then immediately contact the police. Follow instructions from the police until the all clear is given.

An invacuation drill will be completed at least termly and logged in the drill book and the daily register.

Emergency Invacuation Drill Procedure

The procedure for emergency invacuation of the pre-school is as follows:

Upon hearing the alarm sounding (intermittent) or whistle blowing intermittently

1. **Children will be mustered as follows:-**

If all children are indoors:

* + the deputy will move to office door and the children will be told to go in the office with her;
	+ If outdoor play:
	+ the adult outdoors will move to the bottom of ramp the children will be gathered and led inside to the office;
	+ the leader will gather any remaining children from toilets/outdoor area.
1. **the leader will collect the register and the phone, ensure doors are locked, close all blinds and go into office (or as close to office as possible if no room)**
2. **encourage children to be calm and quiet**
3. **remain until the all clear is given by telephone call from school or emergency services.**

If incident is being raised by preschool, do as above and in addition

1. **adult to raise the alarm for whole school by using the yellow break glass point (located just inside the internal entrance door near to the light switches for the classroom)**
2. **the leader will summon emergency services and follow their instructions**
3. **the leader will give the all clear to school on instruction from emergency services**

**Other Emergency Situations preventing normal operation of preschool**

During an emergency the manager will explain to staff/volunteers/students any steps that will be taken to keep staff safe at work. Female employees of childbearing age and in particular new and expectant mothers may have increased risks. Bomere Heath Sunshine Preschool will assess the risks and discuss concerns with staff. The Health and Safety Executive (HSE) has more information on managing risk and risk assessment in the workplace.

UKHSA’s health protection in education and childcare settings guidance also contains practical advice on managing a range of infections, including for those who may be at higher risk of infection.

**Staff shortages in an emergency**, every effort will be made to cover absences. The Early Years Foundation Stage (EYFS) Statutory Framework staff to child ratios and qualification requirements will be adhered to. We will:

* work with the local authority to identify how appropriate provision can be put in place while keeping staffing arrangements as consistent as possible
* where necessary, pool staff with another setting or take on qualified and Disclosure and Barring Service (DBS) checked staff from other educational settings (including local registered childminders) that have been closed, or invite local registered childminders to work with us at the preschool – registered childminders can already do this under the 50 / 50 registration flexibility they have, providing they have approval from Ofsted.

**Child attendance**

**Prioritising places** In exceptional circumstances, if we have high levels of workforce absence or during a significant public health incident we may need to temporarily prioritise places in our preschool (for example, where we are unable to operate at full capacity), we will give priority to vulnerable children and, children of critical workers (Annex A and B of <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1100625/DfE_Emergency_Guidance.pdf>). We will also give priority to 3- and 4-year-olds, in particular those who will be transitioning to Reception and those that have SEND, followed by younger age groups. Local authorities should work with settings to identify provision for children who need places. We will endeavour to minimise any disruption to our normal services and safeguarding of all children will be continuous.

Parents will be informed of any disruption to services via email, the manager/deputy manager will be contactable by email or the setting phone to discuss any queries/concerns.

During a serious public health incident we may not be able to accommodate children who attend more than one setting. We may temporarily stop activities that involve mixing with other groups of people, such as transition activities inside primary school, school outings, school events for parents/carers to attend. We also may stop cooking activities and sharing of sensory play, such as sand, water and playdough. We will refer to <https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings>

For children who are unable to attend we will work with parents to provide a positive learning environment at home and work to maintain contact between their keyworker and peers. We may also direct parents and carers to:

* [Hungry Little Minds](https://hungrylittleminds.campaign.gov.uk/) - provides simple fun, activities for kids aged 0 to 5 for parents to do at home with children to support their early learning
* [BBC Tiny Happy People](https://www.bbc.co.uk/tiny-happy-people) - activities for babies, toddlers and children
* [Words for Life](https://wordsforlife.org.uk/)

Online sessions will be made available for parents to book and packs of activities for learning at home will be delivered by staff.

**Vulnerable Children**

The preschool manager/deputy manager will keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes

* notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
* agreeing with the social worker the best way to maintain contact and offer support
* keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

Some children and young people may be vulnerable who are not officially in statutory systems, and we will seek to support any children and young people who you believe may have challenging circumstances at home. Safeguarding and promoting the welfare of children remains of paramount importance. Our Designated Safeguarding Lead or deputy will be available to contact via email or phone either at preschool or at home. If this is not possible we will work with the Local Authority to help provide continuity in safeguarding.

See also safeguarding policy.

Where children and young people with EHC plans are not attending preschool because they are following public health advice, we will collaborate with multi-agency professionals to agree how to meet our duties to deliver the provision set out in the EHC plan. Some children with SEND may need specific help adjusting to any changes in their routines that emergency measures may involve. Staff will plan to meet these needs based on the individual child and their circumstances, for example using social stories. To make sure children with medical conditions are fully supported, we will use individual healthcare plans to help ensure they continue to receive an education in line with their peers. This should include working with families and the relevant health professionals, as well as local authorities and other services as necessary.

**The Incident support team** may provide advice and support to the sector when dealing with emergency situations and incidents. Monday to Friday 8am to 4pm.

Email incident.support@education.gov.uk

DfE incident support helpline: Telephone: 0800 046 8687

16 Accidents and First Aid

Accident Policy

First Aid will be given if needed but no medicines will be administered without written parental consent. As a safeguarding precaution, we record any noteworthy accidents which occur outside of preschool.

In the event if a child requiring medical assistance a member of staff will phone for an ambulance from the mobile phone kept in the kitchen area. The other member(s) of staff will stay with the children and give first aid to the casualty.

If possible, an adult will be summoned from the school to give assistance.

We are not allowed to take children to the hospital in our own vehicles as it requires two adults to transport them; one to drive and one to comfort them and there must always be two members of staff with the remaining children.

After telephoning the ambulance we will try to contact the parents on the emergency contact number on admission forms. If we cannot reach you the police will be alerted by the medical staff and they will contact you.

All accidents will be recorded, this record is shown to parents who are then asked to counter sign it. Records will be kept in a safe/confidential folder.

Any serious accidents will be reported to Riddor and Ofsted in line with their recommendations.

17 Illness and medical emergency

Parents are asked to keep their children at home if they or they are unwell or have a temperature of 37.9 or above. If they have an infectious illness they must be kept at home until no longer infectious and preschool informed as to the nature of the illness in case other parents need to be made aware of the illness. (For instance measles or rubella)

Children suffering from vomiting and/or diarrhoea are to be kept away from school for 48 hours after the last occurrence to prevent spread.

For guidance on exclusion and treatments, Preschool staff will refer to: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-3-public-health-management-of-specific-infectious-diseases> and

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/exclusion-table>

Please note that we may exclude children for longer periods than stated on the official list as we deal with vulnerable under 5’s. Please ask staff for clarification. Shropshire health protection unit is informed via email if we have an outbreak of infectious diseases such as chicken pox, or measles.

Parents/carers bringing a child to pre-school whom staff feel is not well enough to attend will be asked to take them home again.

### Procedure if a child becomes unwell during a session

Parent/carer will be contacted by telephone and asked to make arrangements to collect the child if any **sickness or illness** develops during a pre-school session. Parents should provide 2 emergency contacts at registration. In an acute case and ambulance will be called and parents/carers will be notified.

**Temperatures and fevers** Children that present with a raised temperature (37.9° c or over) will be required to be collected from preschool. They will be required to stay away from preschool for 24 hours from when their temperature has returned to normal, and they are well enough to return.

Cuts and sores should be covered by a clean dressing. Any cuts and scrapes occurring at pre-school will be cleaned with clean water or medi wipe and a hypo allergenic dressing will be applied if necessary. A record of the accident will be kept in the accident book and information shared with the parent at the end of the session.

### Procedure if a child or adult displays symptoms of mental illness

All staff at Bomere Heath Sunshine Preschool are familiar with the online resource https://www.mindedforfamilies.org.uk/ to help to identify signs of mental health problems. This resource will be shared with parents to help them understand our concerns. We will recommend that GP advice is sought.

Other mental health resources for children include:

* Promoting and supporting mental health and wellbeing in schools and colleges
* UKHSA’s Every Mind Matters
* Become’s care advice line for looked-after children 16
* NHS guidance resources and services for mental health, learning disabilities and autism

We will work collaboratively with children and their families who are anxious to reassure them. Discussions will have a collaborative approach, focusing on the welfare of the child or young person and responding to the concerns of the parent and the child.

Adults displaying symptoms of mental illness – see Mental Health at Work Policy

**Long term/ongoing medical needs**

If a child has long term or on-going medical needs, a meeting will be arranged with the parents/carers to discuss the needs of this child prior to them starting at Sunshine, and a medical plan being agreed. All staff will be informed of any special action that may need to be taken. In the case of medication that needs to be administered on an ongoing basis, a letter from the child’s doctor will be kept on file. Medication will be kept securely and regular discussions will be held with the parents to make sure all information we hold is up to date. Long term conditions requiring special care will be dealt with on an individual basis but following the listed guidelines and procedures as closely as possible. If a child requires an epi-pen, we require 2 epi-pens to be provided to Sunshine. This will again be discussed with parents on a child starting at Sunshine.

See also Medicines Policy

18 Infection Control

General

All children are encouraged to manage their own hygiene after nose wiping, toileting and before consuming food to prevent infection, they are taught that germs cause upset stomachs and illness and how to clean their nose, dispose of tissues and to wash hands properly. Tablecloths are used when an activity involves food and these are cleaned after every use with antibacterial wipes.

**Infectious diseases** Most infectious diseases in education, childcare, and children’s social care settings can be managed by following the UK Health Security Agency’s

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-4-what-to-do-if-you-suspect-an-outbreak-of-infection>

Normal hygiene precautions should prevent the spread of any infectious diseases. Guidance can be found at:

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-2-infection-prevention-and-control>

HIV and AIDS policy

The AIDS virus is transmitted through sexual intercourse or infected bodily fluids. It is not spread through social contact, sharing toilets or washing facilities.

A child with known AIDS will not be refused admission to join the group (as laid down in our equal opportunities policy).

COVID 19

The risk of serious illness from COVID-19 is much lower than earlier in the pandemic due to a combination of a milder variant being dominant and high levels of immunity in the population. However, in order to continue to minimise risk to children, families and staff, we will still have measures in place to minimise spread of COVID-19 and other infectious disease. These include a focus on good personal hygiene and regular handwashing, ventilation of communal spaces and making the most of outdoor time. Although testing is no longer available, children who are unwell and have a high temperature should stay at home and avoid contact with other people. They will be required to stay away from preschool for 24 hours from when their temperature has returned to normal, and they are well enough to return. From 1 April 2022, as per Public Health England guidance, staff members with a positive COVID-19 test result will be required to try to stay at home for five days, which is when they are most infectious. For children, they must stay at home for at least three days, returning when they are well enough to do so after this time. Parents are not permitted to attend drop off or pick up if they have tested positive for covid 19. Children and staff are able to continue attending the setting if someone in their household has tested positive with covid 19.

**Managing Infectious Diseases**

Preschool staff may consult Public Health England (Contact details can be found at <https://www.gov.uk/health-protection-team>) if:

* they notice a rapidly increasing number of staff/children absent due to acute respiratory infection or diarrhoea and vomiting
* evidence of severe disease due to an infection, for example if a pupil, student, child or staff member is admitted to hospital [[footnote 2]](https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-4-action-in-the-event-of-an-outbreak-or-incident#fn:2)
* more than one infection circulating in the same group of students and staff for example chicken pox and scarlet fever

We will contact Public Health England to report any diseases or illnesses that staff or children have contracted that are listed as reportable, such as:

* E.coli 0157 or E coli STEC infection
* food poisoning
* hepatitis
* measles, mumps, rubella (rubella is also called German measles)
* meningococcal meningitis or septicemia
* scarlet fever (if an outbreak or co-circulating chicken pox)
* tuberculosis (TB)
* typhoid
* whooping cough (also called pertussis)

See

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-3-public-health-management-of-specific-infectious-diseases>

**Outbreak of infectious disease**

If an outbreak or incident is suspected, preschool will review and reinforce our infection prevention and control measures we already have in place, including staying home if unwell, encouraging immunisation, good ventilation of classroom, more frequent cleaning, removal of soft toys/fabrics and toys that are difficult to clean and communicating clean hand and respiratory hygiene measures with parents.

Further guidance can be found at:

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-4-action-in-the-event-of-an-outbreak-or-incident>

See also Other Emergency Procedures in 15 Health and Safety Policy

**Immunisation**

At registration parents are asked if their child’s immunisations are up-to-date. Through conversations newsletters we will encourage parents to protect their children and the community by following the recommendations listed: <https://www.gov.uk/government/publications/the-complete-routine-immunisation-schedule>

Preschool staff are encouraged and supported to take up recommended vaccinations, for guidance see: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-5-immunisation>

All cuts should be covered by a dressing (both staff and child)

Any leakages of bodily fluids or waste should be handled using disposable gloves and disposed of in the toilet. The infected area will be disinfected.

**NB. Any child with an infectious disease such as measles, chicken pox, rubella or COVID-19 should not be in preschool until no longer infectious.**

19 Food policy

Our aim is to encourage and establish a healthy eating regime in children, and to ensure snacks provided are in line with the code of practice from the Children’s Food Trust and therefore comply with the EYFS welfare requirements.

Staff who oversee the daily snack and refrigeration of packed lunches hold a current level 2 food hygiene certificate.

Food and drink provision**.**

Fresh water is available at all times. Semi-skimmed milk is provided at snack time. This is delivered daily.

Staff will offer a small amount of carbohydrate, fruit, dairy each day and will offer a variety of foods throughout the week. This will encourage children to try new foods. Snack is usually served around 10.30 a.m. All snacks will be nutritious and pay due attention to the children’s particular dietary requirements including allergies and religious requirements . This information is provided by parents on admission forms. A record of allergies is displayed on the wall for staff as a reminder.

Fussy eaters will be encouraged to touch the food, maybe smelling or licking it rather than tasting.

When cooking with children aprons specifically for food use will be worn and good hand washing carried out. Food from other cultures will be offered so children learn about special occasions in different religions and cultures and encourage experimentation with new foods. We will continue to discuss where the food items have come from and whether we can grow them in the U.K.

Food for snacks

A list of suitable snacks will be on the snack day form that we send out each half term . this is not an exclusive list and other options are welcome. We do ask that nothing containing nuts or sesame seeds is provided and we will no longer be giving out dried fruit at snack time (guidance from the Children’s Food Trust) but it is allowed in packed lunches. Any birthday cake sent in will be shared at lunch time.

For information on menus and suggestions for packed lunches see the following website:-WWW.childrensfoodtrust.org.uk.

Parents providing packed meals for their children are asked to clearly label lunch boxes. A cool pack inserted in the box will help maintain freshness, though staff will transfer sandwiches, dairy products and perishables to the refrigerator upon arrival. They will label any foods not already named with sticky labels. A food probe is used weekly to check the fridge is working at optimum temperature. These readings will be recorded in a notebook. Please note that sweets and chocolate are not encouraged in lunch boxes.

We are inspected annually by the environmental health department and act upon any recommendations.

20 Uncollected Child

In the unlikely event of a parent/carer failing to collect their child the child’s welfare is of prime importance. The child will remain in the setting with two members of staff and will be provided with suitable nourishment. Children become very distressed if they feel their carer has abandoned them and parents are asked to make every effort to inform the staff if they are not able to collect their child on time. This can be done by phoning the setting before the end of the session if they know they have been held up.

If the carer fails to arrive the supervisor will try to contact them using the phone numbers provided by the parent.

If after 20 minutes the carer has failed to arrive or has not been contactable the emergency numbers will be contacted. If there is still no response the supervisor will contact the police to check there has been no reported incident involving the carer. Social Services will then be informed and their advice taken.

Please note that if a parent is consistently late a charge may be made to cover inconvenience to the staff.

Parents are asked to update their emergency telephone numbers termly or whenever there are changes.

21 Missing child

This preschool will:

* Endeavour to make the building and outside area as secure as possible
* Ensure that at the start and end of a session the children are supervised carefully and only handed over to the designated person
* Ensure that there is the correct staff ratios to number of children at all times
* Follow the procedure carefully and inform parents/carers as soon as possible
* Ensure that the normal routine will be carried on so that the remaining children are not distressed
* Ensure visitors to sign visitor’s book. They will be accompanied by a member of staff unless no children are present. They are to be escorted off the premises.

Procedures to follow in the event of a child being lost in or around the premises:

* On suspicion of a lost child the person in charge will conduct a roll call without alarming the children
* The person in charge and one extra member of staff will conduct a thorough search of the building, grounds and immediate vicinity
* The remaining staff and children will continue with the normal routine
* If the child is not found the police and the child’s parents/carers will be contacted after ten minutes.
* The person in charge will maintain contact with the family
* After the incident a full report will be produced
* Ofsted will be informed as soon as possible
* The incident will be evaluated and the policy and procedure will be reviewed
* The security and practice will be reassessed and changes implemented if deemed necessary

22 Outings and Transport

The pre-school will do all they can to ensure the safety of children, staff and volunteers on any outings from the pre-school. We will also try to ensure that the outings are suitable for the children’s age and stage of development. Therefore not all children may be involved in any outing.

Written parental consent will be required before any child is allowed to accompany the group. The consent form will give full details of the outing.

Appropriate staffing levels will be maintained. Generally this is one adult to every two children.

A site visit will be carried out prior to the visit to assess the suitability and assess the possible hazards on the journey and the site. Guidance can be found at: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-6-educational-visits>

Coaches are the first choice of transport and will be hired from reputable companies providing coaches with seat belts. The pre-school will ensure maximum seating capacity is not exceeded.

In the unlikely event of parent providing transport for an outing, they will be asked to supply the following copies:

Up to date insurance certificate stating that the vehicle may be used in connection with their business

Current MOT certificate

Current road fund license

* Current full driving license
* Booster seats for all children to be transported

The preschool will need to take copies of these documents on the trip.

The pre-school will take essential records, emergency contact numbers, (.A duplicate list will be left with the school secretary) first aid kit, spare clothing, plastic bags and spill pack, the preschool mobile phone and any other equipment necessary

If a parent attends the outing they will be responsible for their child during the journey and the duration of the trip.

If a parent has made a prior arrangement to accompany a friend’s child that parent will be responsible for that child during the journey and duration of the trip.

If a child wanders off during a trip the procedure for a lost child will be followed (See lost child policy) and the site personnel will be notified .

23 Security of Premises and Safe Practice

Parents/carers are advised that children should not wear jewellery when attending preschool for safety reasons. They will be asked to sign a disclaimer if they choose not to follow the advice given.

### Outdoor play

Children will be given the opportunity to play outside throughout the year so please provide suitable labelled layers of clothing, hats and gloves. We have a supply of wellington boots that children use before going on the grass when it is muddy. Parents may supply named wellington boots if they prefer.

**Weather Safety**

**Sun Safety**

At Bomere Heath Sunshine Preschool, we are committed to ensuring that all children are full protected from the dangers of the sun. In line with the guidance published by Public Health England, we follow the procedures outlined below to ensure that we keep the children and Staff comfortable and safe in the heat. Children’s susceptibility to high temperatures varies; those under four years of age, who are overweight, or who are taking certain medication may be at increased risk of adverse effects. Some children with disabilities or complex health needs may be more susceptible to high temperatures. Children cannot control their body temperature as efficiently as adults during hot weather because they do not sweat as much and so can be at risk of ill-health from heat. Heat-related illness can range from mild heat stress to potentially life-threatening heatstroke.

The main risk from heat is dehydration (not having enough water in the body).

**Heat exhaustion and heat stroke**

Children suffering from heat stress may seem out of character, or show signs of discomfort and irritability (including those listed below for heat exhaustion). These signs will worsen with physical activity and if left untreated can lead to heat exhaustion or heatstroke.

**Symptoms of heat exhaustion** vary but include one or more of the following: tiredness, dizziness, headache, nausea, vomiting, hot, red and dry skin, confusion. When the body is exposed to very high temperatures, the mechanism that controls body temperature may stop working. Heatstroke can develop if heat stress or heat exhaustion is left untreated, but it can also occur suddenly and without warning.

**Symptoms of heatstroke** may include: high body temperature - a temperature of or above 40°C (104°F) is a major sign of heatstroke, red, hot skin and sweating that then suddenly stops, fast heartbeat, fast shallow breathing, confusion/lack of co-ordination, fits, loss of consciousness.

In the case of any children or adults suffering from heat illness, we will follow our First Aid training as follows:

Measures to reduce body temperature should be taken immediately by:

moving the child to as cool a room as possible and encouraging them to drink cool water (such as water from a cold tap)

cooling the child as rapidly as possible, using whatever methods we can. For example, sponge or spray the child with cool (25 to 30°C) water; if available place cold packs around the neck and armpits, or wrap the child in a cool, wet sheet and assist cooling with a fan

call 999 to request an ambulance if the person does not respond to treatment within 30 minutes.

If a child or adult loses consciousness, or has a fit, they must be placed in the recovery position and 999 will be called immediately.

Any sun related accidents will be written up in line with our accident policy.

**Clothing**

Parents are asked to provide a clearly named sun hat to be worn at all times while outside in sunny weather. The hat will ideally have a wide brim to provide additional protection. Parents are encouraged to dress their children in appropriate, lightweight clothing. We have a supply of sun hats for children who do not have one with them during a session.

**Sun cream**

We encourage parents and carers to apply sun cream before arriving at nursery. We provide children’s Factor 50+ sun cream which blocks UVA and UVB which may be used to top up throughout the day as needed. We will have gained parental consent at registration before doing so. Staff are aware of the expiry date and discard sunscreen after this date. Parents may provide their own named sun cream if they prefer.

**Protecting children from sun when outdoors**

During periods of high temperature, the following steps will be taken:

- staff will make day-to-day decisions about the length of time spent outside on hot days

 - children will not be the direct sunlight between 11.00am–3.00pm on very hot days

- children will not take part in vigorous physical activity on very hot days (eg. over 30 degrees)

 - children will be kept in shaded areas of the garden.

 - children should wear loose, light-coloured clothing to help keep cool and sunhats with wide brims to avoid sunburn

 - children will be kept hydrated, with water always available

 - children may enjoy water play to keep cool

**Protecting children indoors**

During periods of high temperature, the following steps will be taken:

- windows will be opened to allow heat to escape from the building

- we will adjust the layout of teaching spaces to avoid direct sunlight on children

- we will use the air conditioning unit to cool the room to a comfortable temperature. If not available we may use oscillating mechanical fans to increase air movement if temperatures are below 35°C; at temperatures above 35°C fans may not prevent heat-related illness and may worsen dehydration

 - children will be kept hydrated

**Education Sun protection** is discussed and learning activities are used to teach all children safe sun habits. Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during hot weather. Parents and carers are informed of the importance of sun protection through information sent home and staff are requested to act as positive role models by wearing suitable clothing, hats and suncream, drinking plenty and keeping in the shade whenever possible.

**Extreme Cold/ Snow Safety**

In the event that the weather is extremely cold, we will assess if it is appropriate for the children to engage in outdoor play. This may mean only being outside for a limited amount of time and ensuring that children are appropriately dressed for being outdoors. At all times the safety of our children and staff is paramount and so if the snowfall is heavy enough to make travel unsafe and our staff are unable to get to preschool, then we may need to close as we will not be able to cover our legal ratios. Similarly, if snow continues to fall during the day, we may need to close early to allow children and the staff to get home safely. We will let parents know via email if we need to take any of these actions, and of course will do our very best to minimise any disruption.

### Safe storage

The storage cupboard should be kept closed during sessions.

Toys are to be easily and safely accessible to all children and stored accordingly. Toys are checked and cleaned regularly in the dishwasher or wiped using antibacterial wipes where applicable. Cleaning materials are kept in a locked cupboard or on a high shelf. COSHH sheets for all substances used are stored in a file.

### Toilets

Toilets are checked regularly and cleaned at least once a day.

Children are taught about hygiene following the use of the toilets and posters are displayed to remind them when using them independently. Once children have become more independent with toileting they are taught about keeping themselves safe – private parts are private.

### Kitchen

The kitchen area is inaccessible to all children. Children will not use the kitchen area for activities.

### Laundry

Soiled clothes will be sent home with children at the end of the session in a plastic bag. All cleaning cloths, soiled soft toys, fabrics from the classroom, bedding will be bagged up until removed for washing.

### Risk Assessments

A member of the committee will carry out a risk assessment of the premises annually as requested by the insurers. The preschool staff also carry out their own detailed assessment which is recorded and annually reviewed.

Emergency situations, trips and special events will be risk assessed on a needs basis.

A file containing detailed risk assessments for the setting is situated in the secure cupboard.

The pre-school is responsible under the Health and Safety at Work Act for the safety as far as is possible, of the staff, children, volunteers and visitors.

We are insured with full employers’ liability and public liability insurance and a certificate of insurance is displayed on the notice board.

The Social Services Department and a Fire Safety Officer have inspected the building and any recommendations have been carried out. Fire safety equipment is in place, extinguishers and smoke detectors are annually inspected, emergency alarms tested weekly arranged by school. Water temperature checks, PAT testing of electrical items and servicing of the air conditioning unit is also organised by school. The manager/deputy should ensure that these safety checks have taken place.

Emergency evacuation (fire) drills involving the evacuation of the building by the children and staff are held each half term. Also emergency invacuation drills involving gathering of children and staff into the preschool office are held each half term. A copy of these emergency drills is displayed on the notice board in the foyer as well as within this document.

All equipment is regularly inspected for cleanliness and damage and disposed of if necessary

All staff are first aid trained. The first aid box is situated on a shelf in the kitchen area.

All accidents are logged and reported to the parent of the child involved.

Anyone dealing with bodily fluids is advised to wear protective gloves; these are to be found on the shelves above the sink and toilets.

The interior and exterior of the preschool premises are checked for damage before pre-school starts every morning by a member of staff.

Emergency evacuation

1. Session leader – ensures evacuation of all persons

2. Assistant – counts the children mustered with them, any absences shouted out to leader.

24 Nappy changing policy and procedure

We wish to include all children in our setting and understand that children arrive at pre-school at different stages of development and that some children may still be in nappies or trainer pants.

In order to care for the children’s physical needs we ask that parents/carers:

1. Make sure that wherever possible children arrive at pre-school wearing a clean nappy or pants.
2. Provide their child with clean nappies, cream, wipes and nappy bags so that if it is necessary to change a child their individual needs can be met.
3. Discuss any issues arising from the policy with the child’s key worker.

The pre-school will endeavour to ensure that:

1. Children only have their nappies changed by a person who is cleared by the DBS.
2. Children will be changed in a designated area which complies with Health and Safety Regulations.
3. Staff will change the child in a discreet way following the nappy changing procedure
4. Staff will discuss any concerns about the child with a parent/carer
5. Staff will support the child’s physical development regarding toilet training
6. If a parent/carer forgets their supplies the pre-school will provide the necessary items but a small charge may be incurred

In the event of it being necessary to change a child’s nappy the following procedure will be followed:

1. Children’s nappies will be changed in a private, designated area which complies with health and safety regulations
2. The mat will be cleaned before and after use with a suitable disinfectant cleaner
3. The child will not be left alone on the mat
4. Staff will wear disposable gloves and plastic aprons
5. Appropriate hand washing facilities will be available for the staff and children. Hands will be washed using an anti-bacterial soap and dried thoroughly with a paper towel after the procedure
6. Dirty nappies/pants will be disposed of in a nappy bag and put in outside bin
7. The child’s privacy will be maintained at all times during the change
8. Children wearing trainer pants will be encouraged to change these themselves, so encouraging self-care.

If you have any concerns or queries about this procedure please speak to your child’s key worker.

If you have any concerns about your child’s toilet training please speak to us or your health visitor.

25 Toilet training policy and procedure

### Introduction

We take toilet training very seriously and appreciate that children develop at different stages with varying levels of confidence. We work hard to build the confidence of the child so that they feel comfortable in coming to the pre-school teams for their support. We do at the same time actively promote the development of personal responsibility so that children are able to cope in the step to the main school.

Our Practical Approach:

1. We actively encourage children to empty their bladder before P.E., lunch or going outside. We are not able to do this with bowels and we are aware that some children find it embarrassing to ask adults other than their parents for help in this area. This is worked towards by building up a relationship with the child and carer and parents can help their child by encouraging them to ask staff for help.
2. If a child does have an accident, as soon as staff are aware, it is dealt with in a discreet and sensitive manner with regard to the child’s privacy rights.
3. For consistency for the child, parents need to make sure staff are aware of their approach to toilet training for example potties, pull-up’s, and toilet seats. Staff will work with your regime as far as possible.
4. Children at the first stage of toilet training are assisted with buttons, pants and bottom wiping but as they mature independence is demonstrated and encouraged.
5. We endeavour to notice when a child needs our help but there are occasions when a child may have stained pants because of their determination to be self-caring or their shyness in asking for help.
6. All staff are fully aware of the policy and work within its guidelines to ensure the comfort of the child whilst at pre-school.
7. Parents are fully informed of the approach and are asked to encourage their child to ask pre-school staff for assistance.

See also 18 Infection Control Policy

26 Use of Dummies

As parents we realise the benefit to children of the use of dummies to settle babies. As practitioners however we realise the damage that excessive or prolonged use of dummies can cause to both alignment of teeth and development of speech.

The government document on supporting children with speech, language and communication needs recommends that toddlers should only use dummies as part of a settling process at sleep times and should be phased out as soon as possible.

If your child needs a comforter when starting pre-school we would prefer that they bring a favourite toy instead of a dummy.

27 No Smoking

The pre-school operates a no smoking policy both inside the building and in the school grounds. No smoking signs are displayed in the prominent positions in line with current legislation. Anyone seen smoking within the premises will be asked to extinguish their cigarette or move off the site.

28 Staff and Student Behaviour Policy

We are extremely proud of providing a friendly and respectful working environment for all members of our team, where they are able to feel valued by their colleagues and be assured that any problems which might arise will be dealt with in an appropriate and professional manner. In order to achieve this we require all of our team to conduct themselves in a professional manner to provide a positive model of behaviour at all times to contribute positively to creating a warm, nurturing and respectful environment for the children in our care, parents, visitors and for ourselves as a team. We are a small team, which means everyone has a huge impact on the culture at Bomere Heath Sunshine Preschool - we want everyone to work as a team and have fun doing so. Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Each member of the team is responsible for adhering to the following requirements at all times, and failure to do say may result in disciplinary action:

 Working as a Team

* To respect your colleagues as individuals and be aware of their needs
* To work as a team and support each other
* To role model positive behaviour to other members of staff, children, students and parents
* To be open, honest and constructive in your interactions with every member of the team
* To sort out issues promptly so that they are not allowed to fester
* Never to talk derogatorily about a member of staff to anyone behind that person’s back
* To value the views of all staff so that they feel that their contributions will be listened to
* To offer help if they see other team members struggling and to ask for help if they need it themselves
* To keep personal conversations to a minimum and for appropriate times – always putting the needs of the children first

Personal Behaviours

* Be punctual, reliable and flexible
* Be honest, trustworthy and hard working
* Be welcoming to everyone within preschool
* Be pro-active and show initiative in supporting the children’s learning and development, working as a team and maintaining a safe, clean and healthy workplace environment
* To fully understand and implement the comprehensive policies and procedures we have in place at Bomere Heath Sunshine Preschool, to ensure the health, safety and well-being of the children in our care
* To discuss with the manager, deputy manager or chair person of our committee any genuine concerns or grievances in relation to preschool policies and procedures, concerns regarding children or parents, other members of staff or students
* Maintain high standards in safety, and hygiene by keeping preschool safe and clean
* Keep confidentiality at all times - any issues, including those concerning children, their parents, staff and students should not be discussed outside preschool
* Act in the best interest of the children at all times
* Ensure inclusive practise is provided at all times
* Give equal opportunities and treatment to everyone within preschool regardless of their age, gender, race, religion, culture or background. We are committed to providing equality of opportunity and will not tolerate any illegal discrimination or harassment based on race, colour, religion, sex, national origin or any other class.
* Ensure that your behaviour at work or outside does not cause embarrassment to Bomere Heath Sunshine Preschool or reflect negatively on our preschool in a way that would bring its reputation into disrepute or cause a loss of public confidence. This includes through the use of social networking sites.
* Understand that babysitting for parents out of preschool hours is at your own risk and that anything that happens in this time, the preschool is not liable for.
* Keep all personal belongings, mobile phones and smart watches in the office
* Respect that smoking and vaping are not allowed on the premises at any time

While the nursery appreciates the fact that staff may at times experience difficulties in their personal lives, it remains imperative that the undertaking of the role of working in preschool requires a positive attitude and approach at all times. If it becomes apparent that this is not possible, the Manager/ deputy manager will discuss the situation with the member of staff and seek a way of helping to resolve the matter. The Manager promotes an open culture where small problems can be sorted out between staff members. However, if the situation is not resolved or the concern is of a more serious nature, the matter should be referred to the Manager. If the concern or issue is relating to the Manager, then the matter should be referred to the Deputy Manager or chairperson of the committee.

All members of staff, students and volunteers are made aware of this policy before they join us as part of their induction, as well as details on the supervision and appraisal process, disciplinary action, annual leave and sick leave entitlement and notification etc. Refer also to Safer recruitment and retention policy and procedure.

A signed copy confirming they have received and understood our staff behaviour policy are kept in each member of staff’s personnel file. Staff are expected to comply with all policies and through their induction and staff meetings are made aware of all preschool policies and procedures.

29 Mental Health at Work Policy

At Bomere Heath Sunshine Preschool we strive to provide a supportive environment and as part of our wellbeing ethos, believe in supporting strong mental health. We promote mental health awareness and encourage open conversations about any problems our team may have and are able to signpost them to support.

For our team:

* We open the discussion about mental health during recruitment and induction process and also assess how our team is doing through our regular touch bases and open door policy
* Management are always available for private discussions and support
* At team meetings we promote, suggest and share ideas for relaxation and down time.
* We encourage healthy habits such as regular sleep, exercise, healthy eating, time outside in the garden and social contact.
* We believe we provide good working conditions and encourage a healthy work/ life balance.
* We arrange our staffing to ensure the team are supported through strong leadership and qualified and able team members
* We have a zero tolerance to bullying or negativity and encourage a culture of support and growth
* We aim to reduce unnecessary paperwork, provide coaching and development and encourage the team to take ownership of their personal development, championing their achievements

Some people may need support at various times in their lives and we can signpost them to a variety of support. These are:

* [www.mind.org.uk](http://www.mind.org.uk)
* <https://www.mentalhealthatwork.org.uk/toolkit/ourfrontline-keywork/>
* <https://www.nhs.uk/oneyou/every-mind-matters>
* <https://www.mhm.org.uk/pages/faqs/category/helpful-resources>

**Counselling Service** We also have access to a counselling service at Shropshire Council so that our team needing confidential help and advice, can speak with qualified counsellors. They are available to provide telephone support for staff who are experiencing pressures at work and/or in their personal lives. To contact the service, phone 0333 000 2082. The counselling service helpline is open 24 hours a day, seven days a week and it is free.

Schools & Educational establishments please contact: Sheri Wright (01743) 258414
Other services contact: NOSS (Network of Staff Supporters) - (01978) 780479 (24 hour answer phone)
Advice/information on the Counselling Service can be given by ringing the Occupational Health Service emergency counselling helpline on (01743) 252835

**Appendix A**

 **Early Years**

 **The role of the Designated Safeguarding Lead**

The Registered Person/Body should ensure an appropriate practitioner must be designated to take lead responsibility for safeguarding children as the designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description.

This person should have the appropriate status and authority within the setting to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

**Deputy designated safeguarding leads**

It is a matter for individual settings as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

**Availability**

There must be a designated safeguarding lead (or a deputy) always be available for staff in the setting to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual setting, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for the setting and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

**Manage referrals**

 The designated safeguarding lead is expected to refer cases:

* of suspected abuse and neglect to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care;
* to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
* where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
* where a crime may have been committed to the Police as required. NSPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

**Working with others**

 The designated safeguarding lead is expected to:

* act as a source of support, advice and expertise for all staff;
* act as a point of contact with the safeguarding partners;
* liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
* as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
* liaise with staff (especially special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a setting) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
* promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
* work with the Registered Person/Body and relevant senior staff, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at the setting. This includes:
* ensure that the setting knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
* support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

**Information sharing and managing the child protection file**

 The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

* a clear and comprehensive summary of the concern;
* details of how the concern was followed up and resolved;
* a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.

 Where children leave the setting the designated safeguarding lead should ensure their child protection file is transferred to the new setting/school as soon as possible. This should be transferred separately from any other files on the child being shared, ensuring secure transit, and confirmation of receipt should be obtained.

 Receiving settings/schools should ensure key staff such as designated safeguarding leads and SENCOs, are aware as required. Lack of information about their circumstances can impact on the child’s safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new setting/school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the next setting/school. For example, information that would allow the new setting/school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

**Raising Awareness**

 The designated safeguarding lead should:

* ensure each member of staff has access to, and understands, the setting’s child protection policy and procedures, especially new and part-time staff;
* ensure the setting’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Registered Person/Body regarding this;
* ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the setting in this;
* link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP).
* help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with appropriate staff.

**Training, knowledge and skills**

 The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

 The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

* understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
* have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
* understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
* understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
* are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
* understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations and practitioners;
* understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
* can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe;
* can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
* obtain access to resources and attend any relevant or refresher training courses; and,
* encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the setting may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

**Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

* ensure that staff are supported during the referrals processes; and
* support staff to consider how safeguarding, welfare and educational outcomes are linked.

**Listen to the voice of children and understand their views.**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

* encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them; and
* understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

**Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in the Statutory Framework for the Early Years Foundation Stage (2021) Section 3 – The Safeguarding and Welfare Requirements 3.69 – 3.72 and the Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 and therefore the designated safeguarding lead should be equipped to:

* understand the importance of information sharing, both within the setting and with other setting’s/school’s on transfer, and with the safeguarding partners, other agencies, organisations and practitioners;
* understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
* be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

# Appendix B: Child-on-Child Abuse Procedures

See useful resource:[*Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)*](https://www.farrer.co.uk/news-and-insights/addressing-child-on-child-abuse-a-resource-for-schools-and-colleges/)

We aim to prevent, identify, and respond to child-on-child abuse at the earliest opportunity by:

* Expecting all staff and management and committee members in our setting to ensure they are adhering to and promoting the commitments we make in our [Safeguarding Statement](#_Safeguarding_Statement_1).
* Ensuring staff are aware of and respond to signs and indicators of child-on-child abuse. This includes ensuring that our Designated Safeguarding Lead and other relevant staff have completed training in how to assess and respond to child-on-child abuse. For further detail; please refer to [Professional Development and Support](#_Professional_Development_and).
* Being clear how we expect our children to behave towards one another. Our Behaviour Management Policy including Anti-bullying Procedure outlines these expectations; how the setting will support our children to understand and fulfil them; and how we will prevent and respond to behaviour which falls below our expected standards (including all forms of bullying). Where behaviour also indicates child-on-child abuse; staff will adhere to the processes outlined in this section.
* Ensuring we are [Teaching our children how to keep safe.](#_Online_Safety_3).
* Making sure that children who experience or are at risk of experiencing abuse from other children are identified, feel supported and safeguarded from further harm.
* Making sure that children who have caused or are identified as being at risk of being abusive in their behaviour towards other children are identified, supported and safeguarded from engaging in further harmful behaviour.
* Making sure that we are taking positive action to ensure that [Children who are more vulnerable to child-on-child abuse](#_Children_who_are) are not disproportionately impacted by child-on-child abuse in our setting.

## What is child-on-child abuse?

 Child-on-child abuse:

* Is when a child or group of children inflicts harm or fails to act to prevent harm to another child.
* Actions that cause harm can be a single serious incident or a pattern of incidents.
* Harm caused to a child can be physical, emotional and/or psychological; and can include witnessing the ill treatment of others.
* Can happen both inside and outside of the setting; at home or someone else’s home; in public spaces and online. In the settings context; we know that child-on-child abuse can take place in spaces and at times of the setting day where children are less likely to be supervised. We also know that where child-on-child abuse is taking place outside of setting (including online) this abuse can also continue and have an impact on a child when they are at setting.
* Can be defined in different ways (examples are outlined in Keeping Children Safe in Education 2023: Part 1; pages 12-13 and Part 5; pages 106-109).
* A child may experience one or multiple types of child-on-child abuse at the same time.

## Children who are more vulnerable to child-on-child abuse

Please read this alongside [Children potentially at greater risk of harm](#_Record_Keeping_and).

Children who are perceived to be different to others can be particularly vulnerable to child-on-child abuse. When children are abused by other children; there is more often than not a misuse of power or privilege by the child(ren) causing harm. This can have a significant impact on the emotional development and mental wellbeing of the child who is being harmed; and lead them to feel isolated, unsafe, and traumatised.

Children who harm others may have additional or complex needs. Harmful behaviour by children can also be a sign or indicator that a child has an unmet need or could indicate that they themselves are at risk of or are experiencing/have experienced abuse or neglect or some other form of adverse experience[[3]](#footnote-3) in their life. Children who harm other children may have power or privilege over a child(ren) they are causing harm to but can also be powerless or vulnerable in other part of their lives.

Child-on-child abuse is harmful to all children involved.

Evidence[[4]](#footnote-4) indicates that children from particular groups are more vulnerable to child-on-child abuse. This includes children who:

* Have special education needs and/or disabilities and/or health issues.
* Have already been and/or are experiencing abuse or some other kind of adversity or trauma. This includes children who are looked after or who have a social worker due to safeguarding concerns.
* Are eligible for free school meals. Socio economic inequality can increase incidents of bullying.
* Are from Black, Asian and/or other minoritized ethnic communities (including travelling communities and children for whom English is an additional Language). These children are more likely to be the target of hate-related behaviour/crime. They are less likely to be identified as children who are being harmed and more likely to be over identified as children who are a risk of causing harm. This is known as adultification bias[[5]](#footnote-5).
* Identify as Lesbian Gay, Bi-Sexual; Transgender (LGBT). These children are more likely to be the target of bullying and/or hate-related behaviour/crime and harmful sexual behaviour and abuse.
* Are female. Girls are more vulnerable to harmful sexual behaviour and abuse in intimate personal relationships.
* Are male. Boys and are more vulnerable to experiencing bullying; particularly that which is physical in nature (including being forced to carry out initiation or other acts which humiliate or degrade: known as hazing).

Where a child has several differences and would fall into multiple groups above; this further increases their vulnerability.

## When is child-on-child behaviour considered abusive?

We recognise the importance of distinguishing between behaviour that is developmentally appropriate, problematic, or harmful. Harmful behaviour is abusive. It can also (but not always) include physical abuse.

In considering whether behaviour is abusive; staff should consider:

* **The impact on the child(ren) affected by the behaviour:** Any behaviour that is likely to have an impact on a child’s physical and emotional health and development should be considered potentially harmful. The greater the impact of the behaviour on the child’s health and development; the greater level of harm caused to them.

The needs and circumstances of the child who is identified as being potentially harmed should always be considered. This should also include ensuring that their wishes and feelings are sought and recognised in considering the impact upon them.

Even where children do not/are not able to express their wishes and feelings; staff should also pay attention to other potential signs/indicators of abuse (please refer further to [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Record_Keeping_and_2))

Children raising child-on-child concerns either for themselves or others will be taken seriously and never be given an impression they are creating a problem.

* **The behaviour of the child(ren) who is/are causing harm:** It is important to consider the behaviour of children on a continuum; taking account of their age and level of development; as well as any other needs or circumstances that may influence their behaviour (for example a child who is causing harm to other children could be an indication that they have unmet needs; or may be a sign or indicator that they are experiencing abuse, or are experiencing some other adverse experience which is having an impact upon them).

Features of abusive behaviour[[6]](#footnote-6) can include:

* A pattern of similar behaviour (this can include lower-level problematic behaviours that have occurred over time that have begun to increase in frequency or seriousness)
* A misuse of power over the child who is being harmed. (please also see children who are more vulnerable above).
* Victimisation of the child who is being harmed. This could also include circumstances where the child causing harm is supported or joined by other children.
* Intrusive behaviour; not considering or enabling the child being harmed to freely agree and/or consent to the behaviour.
* An element of control; coercion and/or force.
* Physical/sexual violence (this does not always have to be present; but where it is so would heighten the level of concern).
* Evidence that a child is actively seeking, planning or getting enjoyment or pleasure from causing harm would also heighten concern.

## Our response to child-on-child abuse

In most instances, we will use our Behaviour policy to manage the conduct of children towards each other. However, where behaviour is considered abusive or indicates safeguarding concerns; then staff will also need to raise such concerns to the Designated Safeguarding Lead in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#_Record_Keeping_and_2) section.

In responding to any concern of child-on-child abuse; we will take account of:

* Part 5 Keeping Children Safe in Education 2023.
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [Sharing nudes and semi-nudes: advice for education settings working with children and young people](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
* [When to call the police: guidance for schools and colleges](https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf).

## Risk and needs assessment.

All staff will immediately consider how best to support and protect **all children involved** in child-on-child abuse incidents; ensuring they act in their best interests.

We may deem it necessary to complete a formally recorded risk and needs assessment for all children involved in child-on-child abuse incidents. The decision to complete a formal risk assessment will be taken by the Designated Safeguarding Lead. This formal assessment will always take place where there is evidence of [violent or abusive behaviour](#_What_is_child-on-child).

The purpose of the risk and needs assessment is to safeguard **all children involved** (including children who may not be at the setting, such as siblings) and will clearly outline the strategies to be put in place to mitigate risk and address any identified needs.

The risk and needs assessment will be completed; taking account of information from all key staff (and relevant involved professionals) working with the children, as well as their parents/carers. It will also include the views and feelings of the children; where this is safe and appropriate to do so.

The risk assessment will be shared will all staff and relevant involved professionals who work with the children; as well as parents and carers.  It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.

In circumstances where children are displaying sexual behaviour towards other children that raises concern; our Designated Safeguarding Lead is trained in and will use the Brook Traffic Light Tool to inform the risk and needs assessment. (Available to book at [*Early Help Multi-Agency Training offer*](https://www.shropshire.gov.uk/early-help/practitioners/training-and-events/)*)*

Our template risk and needs assessment can be found

 "C:\Users\sunsh\OneDrive\Documents\Preschool\safeguarding\risk assessments\harmful-sexual-behaviour-service-risk-assessment.pdf

### Response

The parents/carers of **all involved children** will be notified of and involved in our response. We will only share the details of other children to parents/carers who do not have parental responsibility for them where we have consent to do so or where a decision has been taken to share to enable them to effectively safeguard their child (please also refer to [Record Keeping and Information Security](#_Online_Safety_2))

The risk and needs assessment will inform the response taken. The following responses will be considered; (more than one response can be considered):

* **Manage internally** in alignment with our Behaviour Policy and pastoral support offer in a way which addresses the needs/risks identified. Any sanctions imposed on the child causing harm will be proportionately balanced with any other responses (such as police involvement) and take accounts of risks and needs; as well as the ongoing impact on/risk to the child who has been harmed or others. This may also include actions to make locations/settings infrastructure (including online) safer; adapt our curriculum to ensure we are [Teaching our children how to keep safe.](#_Online_Safety_3); or [Working in Partnership](#_Working_in_Partnership_1).
* **Offer Early Help/Targeted Early Help.** This could include offering and/or referring **any child involved** to enhanced or specialist support services to address the needs/risks identified in line with the [SSCP Thresholds document](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/) and locally available provision. Any referrals for support will require parental consent and will take account of children’s wishes and feelings.
* **Raise concerns to Children’s Social Care** in line with the [SSCP Thresholds document](https://westmidlands.procedures.org.uk/local-content/2gjN/thresholds-guidance/).
* **Report to the Police.** We will take account of [When to call the police: guidance for schools and colleges](https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf).

### Recording and monitoring

All child-on-child abuse concerns and responses will be recorded and stored on the child protection files of all involved children (Please refer to [Record Keeping and Information Security](#_Online_Safety_2)). Child-on-child incidents that do not indicate abuse or raise safeguarding concerns are recorded in line with our Behaviour Policy in our setting incident book held securely in the office*.*

**Appendix C** **FILE TRANSFER RECORD AND RECEIPT**

### PART 1: To be completed by sending / transferring school or college

|  |  |
| --- | --- |
| NAME OF CHILD:  |    |
| DOB:  |    |
| NAME OF SCHOOL SENDING CP FILE:  |    |
| ADDRESS OF SCHOOL SENDING CP FILE:  |     |
| METHOD OF DELIVERY:  | BY HAND SECURE POST ELECTRONICALLY  |
| DATE FILE SENT:  |   |
| NAME OF DSL TRANSFERRING FILE:  |     |
| NAME OF PERSON TRANFERRING TO:  |   |
| SIGNATURE:  |    |

### PART 2: To be completed by receiving school or college

|  |  |
| --- | --- |
| NAME OF SCHOOL RECEIVING FILE:  |  |
| ADDRESS OF SCHOOL RECEIVING FILE:  |  |
| DATE RECEIVED:  |  |
| NAME OF PERSON RECEIVING FILE:  |  |
| DATE CONFIRMATION OF RECEIPT SENT:  |  |
| SIGNATURE:  |  |

***Receiving School:*** *Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference*

## Appendix D

**Fundamental British Values in the Early Years**

### Democracy: making decisions together

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

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

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

As part of the focus on managing feelings and behaviour:

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

### Individual liberty: freedom for all

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

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

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

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

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

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of ‘actively promoting’.

It is NOT acceptable to:

* actively promote intolerance of other faiths, cultures and races
* fail to challenge gender stereotypes and routinely segregate girls and boys
* isolate children from their wider community
* fail to challenge behaviours (whether of 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

**Appendix E Serious injuries, accidents and illnesses**

The setting must tell Ofsted about any of the following in relation to serious injuries, accidents and illnesses:

* the death of a child
* anything that requires resuscitation
* admittance to hospital for more than 24 hours
* a broken bone or fracture
* dislocation of any major joint, such as the shoulder, knee, hip or elbow
* any loss of consciousness
* severe breathing difficulties, including asphyxia
* anything leading to hypothermia or heat-induced illness
* any confirmed cases of coronavirus (COVID-19) in staff or children

## Minor injuries

The setting does not need to tell Ofsted about minor injuries, even if treated at a hospital (for less than 24 hours). These include:

* animal and insect bites, such as a bee sting that doesn’t cause an allergic reaction
* sprains, strains and bruising, for example if a child sprains their wrist tripping over their shoelaces
* cuts and grazes
* minor burns and scalds
* dislocation of minor joints, such as a finger or toe
* wound infections

## Eyes

The setting must report to Ofsted if a child suffers any loss of sight, whether it is temporary or permanent. You must also tell us about any:

* penetrating injury to the child’s eye
* chemical or hot metal burn to the child’s eye

## Substances and electricity

If a child in our care suffers any injury from, or requires medical treatment for, any of the following situations we must tell Ofsted:

* from absorption of any substance:
	+ by inhalation
	+ by ingestion
	+ through the skin
* from an electric shock or electrical burn
* where there is reason to believe it resulted from exposure to:
	+ a harmful substance
	+ a biological agent
	+ a toxin
	+ an infected material

The setting must fulfil our legal requirements and submit the online report to Ofsted as soon as reasonably practicable, but no later than 14 days by completing the on-line reporting process at<https://www.gov.uk/guidance/report-a-serious-childcare-incident>

**Appendix I CONCERN REPORTING FORM**

Logging a concern about a child’s safety or welfare

Part 1 – For staff use

|  |  |
| --- | --- |
| **Child Name:** |  |
| **Date of birth:** |  | **Year Group / class:** |  |
| **Name of referrer:** |  | **Role of referrer:** |  |
| **Details of concern:***What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?**What is the pupil’s account/perspective?* | *(Use body map if appropriate)* |
| **Reported to:** |  | **Role of person reported to:** |  |
| **Signed:** |  |
| **Date:** |  |

Part 2: For DSL/Deputy DSL to complete

|  |  |  |  |
| --- | --- | --- | --- |
| **Action taken:** |  | **Advice sought:***(from whom and what was advice given)* |  |
| **Concern / referral discussed with parent / carer?**If yes note discussion |  | ***If not, state reasons why*** |  |
| **Referral made:***Record names of individuals/agencies who have given information regarding outcome of any referral (if made).* |  | ***If not, state reasons why***  |  |
| **Feedback to referring member of staff:** |  |  ***By whom*** |
| **Response to / action taken with pupil:** |  | ***By whom*** |
| **Other notes / information:***When making a referral about an acute specialist need/child protection follow up with a MARF***Any other action required:** |  |
| **Signature of DSL** |  | ***Date***  |  |

## Appendix J

**The Local Authority Designated Officer (LADO)**

### Duty to refer

In addition to informing Ofsted, the Designated Lead for Safeguarding or senior manager has a duty to refer any concerns to the LADO where it is alleged that a person who works\* with children has:

* Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
* Possibly committed a criminal offence against or related to a child;
* Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
* Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

**The LADO should be informed of ALL allegations that come to a Senior Manager’s attention within 1 working day of the manager becoming aware of the allegation.**

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will decide jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass. **It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. Therefore, the LADO should be informed of ALL allegations that come to the employers’ attention.**

## The role of the Local Authority Designated Officer

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take. It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

* Advising the employer on next steps, such as the need to inform the child’s parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether the case will be investigated and by whom.
* Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
* Liaising with the employer to provide advice and support when required/requested.
* Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person’s services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

**Referral to the LADO should form part of your disciplinary and whistleblowing procedures.**

## The role of the setting’s Designated Lead for Safeguarding

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

* Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
* Providing the subject of the allegation with information and advising them to inform their union or professional body;
* Attending Strategy Meetings where required;
* Liaising with the LADO;
* Ensuring that risk assessments are undertaken where and when required;
* Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the outcome;
* Should the allegation be unfounded, considering a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

## Record keeping

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person’s confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

## Further information

SSCP Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations against Adults Working with Children & Young People: [http://westmerciaconsortium.proceduresonline.com/chapters/p\_all\_against\_adults.ht ml](http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.html)

\*The term ‘works with children’ refers to any individual employed to work with children or acting in a voluntary capacity.

**Appendix L**

 **Personal data breach procedure**

This procedure is based on [guidance on personal data breaches](https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/personal-data-breaches/) produced by the ICO.

* On finding or causing a breach, or potential breach, the staff member or data processor must immediately notify the DPL.
* The DPL will investigate the report, and determine whether a breach has occurred. To decide, the DPL will consider whether personal data has been accidentally or unlawfully:
	+ Lost
	+ Stolen
	+ Destroyed
	+ Altered
	+ Disclosed or made available where it should not have been
	+ Made available to unauthorised people
* The DPL will alert the committee of Bomere Heath Sunshine Preschool
* The DPL will make all reasonable efforts to contain and minimise the impact of the breach, assisted by relevant staff members or data processors where necessary. (Actions relevant to specific data types are set out at the end of this procedure). ????
* The DPL will assess the potential consequences, based on how serious they are, and how likely they are to happen.
* The DPL will work out whether the breach must be reported to the ICO. This must be judged on a case-by-case basis. To decide, the DPL will consider whether the breach is likely to negatively affect people’s rights and freedoms, and cause them any physical, material or non-material damage (e.g. emotional distress), including through:
	+ Loss of control over their data
	+ Discrimination
	+ Identify theft or fraud
	+ Financial loss
	+ Unauthorised reversal of pseudonymisation (for example, key-coding)
	+ Damage to reputation
	+ Loss of confidentiality
	+ Any other significant economic or social disadvantage to the individual(s) concerned

If it’s likely that there will be a risk to people’s rights and freedoms, the DPL must notify the ICO.

* The DPL will document the decision (either way), in case it is challenged at a later date by the ICO or an individual affected by the breach. Documented decisions are stored in the GDPR file in the office filing cabinet.
* Where the ICO must be notified, the DPL will do this via the [‘report a breach’ page of the ICO website](https://ico.org.uk/for-organisations/report-a-breach/) within 72 hours. As required, the DPL will set out:
	+ A description of the nature of the personal data breach including, where possible:
		- The categories and approximate number of individuals concerned;
		- The categories and approximate number of personal data records concerned.
	+ The name and contact details of the DPL;
	+ A description of the likely consequences of the personal data breach;
	+ A description of the measures that have been, or will be taken, to deal with the breach and mitigate any possible adverse effects on the individual(s) concerned.
* If all the above details are not yet known, the DPL will report as much as they can within 72 hours. The report will explain that there is a delay, the reasons why, and when the DPL expects to have further information. The DPL will submit the remaining information as soon as possible.
* The DPL will also assess the risk to individuals, again based on the severity and likelihood of potential or actual impact. If the risk is high, the DPL will promptly inform, in writing, all individuals whose personal data has been breached. This notification will set out:
	+ The name and contact details of the DPL;
	+ A description of the likely consequences of the personal data breach;
	+ A description of the measures that have been, or will be, taken to deal with the data breach and mitigate any possible adverse effects on the individual(s) concerned.
* The DPL will notify any relevant third parties who can help mitigate the loss to individuals – for example, the police, insurers, banks or credit card companies.
* The DPL will document each breach, irrespective of whether it is reported to the ICO. For each breach, this record will include the:
	+ Facts and cause
	+ Effects
	+ Action taken to contain it and ensure it does not happen again (such as establishing more robust processes or providing further training for individuals)

Records of all breaches will be stored in the GDPR file in the office filing cabinet.

* The DPL and chairperson will meet to review what happened and how it can be stopped from happening again. This meeting will happen as soon as reasonably possible.

**Actions to minimise the impact of data breaches**

We will take the actions set out below to mitigate the impact of different types of data breach, focusing especially on breaches involving particularly risky or sensitive information. We will review the effectiveness of these actions and amend them as necessary after any data breach.

**Sensitive information being disclosed via email (including safeguarding records)**

* If special category data (sensitive information) is accidentally made available via email to unauthorised individuals, the sender must attempt to recall the email as soon as they become aware of the error
* Members of staff who receive personal data sent in error must alert the sender and the DPO/L as soon as they become aware of the error
* If the sender is unavailable or cannot recall the email for any reason, the DPO will ask the ICT department to recall it
* In any cases where the recall is unsuccessful, the DPL will contact the relevant unauthorised individuals who received the email, explain that the information was sent in error, and request that those individuals delete the information and do not share, publish, save or replicate it in any way
* The DPL will ensure we receive a written response from all the individuals who received the data, confirming that they have complied with this request

The DPL will carry out an internet search to check that the information has not been made public; if it has, we will contact the publisher/website owner or administrator to request that the information is removed from their website and deleted.

* If sensitive information is accidentally made available to unauthorised individuals by a member of staff, the DPO/L must be alerted as soon as they become aware of the error. the DPL will contact the relevant unauthorised individuals who received the information, explain that the information was sent in error, and request that those individuals return the information and do not share, publish, save or replicate it in any way
* The DPL will ensure we receive a written response from all the individuals who received the data, confirming that they have complied with this request

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. See [Understanding trauma and adversity | Resources | YoungMinds](https://www.youngminds.org.uk/professional/resources/understanding-trauma-and-adversity/) for further information. [↑](#footnote-ref-3)
4. Evidence sources:

Keeping Children Safe in Education 2023; Part 2: Children potentially at greater risk of harm.

[Prevalence of bullying (anti-bullyingalliance.org.uk)](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/prevalence-and-impact-bullying/prevalence-bullying).

[Safeguarding d/Deaf and disabled children | NSPCC Learning](https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors);

[Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning](https://learning.nspcc.org.uk/safeguarding-child-protection/children-from-black-asian-minoritised-ethnic-communities);

[Safeguarding LGBTQ+ children and young people | NSPCC Learning](https://learning.nspcc.org.uk/safeguarding-child-protection/lgbtq-children-young-people);

[Spotlight #3: Young people and domestic abuse | Safelives](https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse).

[Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)](https://www.farrer.co.uk/news-and-insights/addressing-child-on-child-abuse-a-resource-for-schools-and-colleges/) [↑](#footnote-ref-4)
5. [Adultification bias within child protection and safeguarding (justiceinspectorates.gov.uk)](https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2022/06/Academic-Insights-Adultification-bias-within-child-protection-and-safeguarding.pdf) [↑](#footnote-ref-5)
6. Adapted from Hackett Continuum as described in [Understanding sexualised behaviour in children | NSPCC Learning](https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/understanding#skip-to-content). When drawing on Hackett’s continuum, in order to assess the seriousness of other (i.e. non Harmful Sexual Behaviour) alleged behaviour, it should be borne in mind that there are some aspects of Hackett’s continuum which may not of course be relevant or appropriate to consider (see [Farrer and Co (2022) page 35-36](https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf)) [↑](#footnote-ref-6)