

# SECTION 1.0

## CHILD PROTECTION

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

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

### **1.1 Children's rights and entitlements**

#### **Policy statement**

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

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

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who can offer consistent, positive, and unconditional regard and who can be relied on.
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school; self-assured and form a positive sense of themselves – including all aspects of their identity and heritage.
- included equally and belong in early years settings and in community life.

- confident in abilities and proud of their achievements.
- progressing optimally in all aspects of their development and learning.
- part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world.
- Able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

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

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

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

## **1.2 Safeguarding children and child protection**

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

### **Policy statement**

Our setting will work with children, parents, and the community to ensure the rights and safety of children and to give them the absolute best start in life. Our Safeguarding Policy compliments the [North Somerset Safeguarding Policy for Early Years and Play Providers](#).

## **Procedures**

We carry out the following procedures to ensure we meet the three key commitments.

### *Key commitment 1*

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

### *Staff and volunteers*

- Our designated person (a permanent member of staff) who co-ordinates child protection/ safeguarding issues is:  
[Rebecca Taylor / Ria Swift](#).

---

- Our designated officer (a permanent member of the leadership team) who oversees this work is:
  - [Mrs Rebecca Taylor](#).
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- We do this by predominately attending North Somerset Council Approved Safeguarding Course from CPD online. We display a copy of the [North Somerset Safeguarding Policy for Early Years and Play Providers](#) on our website and a hard copy is available on the parents/carers daily signing in table.
- All staff have an up-to-date knowledge of safeguarding issues.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks/ DBS with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau/ DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers & staff awaiting DBS checks do not work unsupervised & cannot take children to the toilet/changing area.
- Cameras, tablets, Ipads and mobile phones are prohibited in the toilet / nappy changing area.

- Parents, Carers or extended family members are prohibited from using phones, tablets or I pads on the preschool site.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - the criminal records disclosure reference number/ DBS.
  - the date the disclosure was obtained; and
  - Details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children monthly (whether received before or during their employment with us).
- We abide by the [Safeguarding Vulnerable Groups Act \(2006\) requirements](#) in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- We have procedures for recording the details of visitors to the setting (ID must be seen and recorded in visitor book.)
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We have 2 doors with unique security code locks which prohibits members of the public from entering the premises.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

### *Key commitment 2*

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ['What to do if you're worried a child is being abused'](#) (HM Government Dec 2015.)

### *Responding to suspicions of abuse*

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual, and neglect.
- When children are suffering from physical, sexual, or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour.
  - deterioration in their general well-being.

- their comments which may give cause for concern, or the things they say (direct or indirect disclosure.)
  - changes in their appearance, their behaviour, or their play.
  - unexplained bruising, marks or signs of possible abuse or neglect.
  - Any reason to suspect neglect or abuse outside the setting.
- We consider factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug, or alcohol abuse, mental or physical illness or parent's learning disability.
  - We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
  - We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may encounter.
  - Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns.
  - Where such evidence is apparent, the person being disclosed to makes a dated record of the details of the concern (as soon as practically possible) and discusses what to do with the member of staff who is acting as the 'designated person.' The information is stored on the child's personal file.
  - We refer concerns to North Somerset Council Children's social care department and co-operate fully in any subsequent investigation. NB: In some cases, this may mean the police, court or another agency identified by the North Somerset Safeguarding Children's Local Board.
  - We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
  - We take account of the need to protect young people aged 16-19 as defined by the [Children Act 1989 \(HM Government March 2010\)](#). This may include students or school children on work placement, apprentices, young employees, or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be considered, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have

been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

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

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - listens to the child, offers reassurance, and gives assurance that she or he will act.
  - does not question the child.
  - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the safeguarding concerns file, which is kept securely in a filing cabinet in the office and confidential.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- Where North Somerset Safeguarding Children's Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the North Somerset Safeguarding Children Board.

#### *Making a referral to the North Somerset Council children's social care team*

- We use North Somerset forms and procedures for making a referral to the local children's social care team, (Front door) as well as a template form for recording concerns. This is based [North Somerset Safeguarding Children Board and 'What to do if you're worried a child is being abused' \(HMG 2015.\)](#)
- We keep a copy of this document alongside the procedures for recording and reporting set down by our North Somerset Safeguarding Children Board (NSSCB).

#### **Informing parents**

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.

- We make a judgement about whether to inform parents when we make a record of concerns in their child's file and that we may also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to children's social care (Front door,) parents are informed while the referral will be made, except where the guidance of North Somerset Safeguarding Children Board (NSSCB) does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

### **Liaison with other agencies**

- We work within North Somerset Council Children and Young People Services (CYPS) and North Somerset Safeguarding Children Board (NSSCB) guidelines.
- We have the current version of '[What to do if you're worried a child is being abused](#)' (HMG 2015.) Available for parents on our website and staff and ensure that all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting North Somerset Council regarding child protection issues, including maintaining a list of names, telephone numbers and email addresses of the relevant key people on file and in our business mobile phone, to ensure that it is easy, in any emergency.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local [National Society for the Prevention of Cruelty to Children \(NSPCC\)](#) are also kept on file.

### **Allegations against staff**

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:
  - inappropriate sexual comments.

- Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of North Somerset Safeguarding Children Board (NSSCB) when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to North Somerset Council Designated Officer For Allegations (LADO) Julie Bishop to investigate:
  - [Tel- 01275 888 211](tel:01275888211) or [07795092692](tel:07795092692) Email- [LADO@n-somerset.gcsx.gov.uk](mailto:LADO@n-somerset.gcsx.gov.uk)
- We may also contact the [Single Children's social care \(Front door\)](#) for advice on- [01275 888808/](tel:01275888808) Out of hours [01454 615165](tel:01454615165).
- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the chair will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.
- We are members of the Preschool Learning Alliance and they may be called upon in these circumstances with legal advice and letters.

### **Disciplinary action**

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information, so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

### *Key commitment 3*



We are committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient, and listened to.

### **Training**

We seek out training opportunities for all members of staff working at the setting to ensure that they can recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse, and neglect. The safeguarding officer and leadership team are aware of North Somerset Council guidelines for making referrals and are available for any queries, questions or advice on a day-to-day basis.

- Committee members are offered basic awareness training either online or via accredited training and are provided with a copy of the safeguarding policies to read when they join.
- We ensure that designated persons receive training in accordance with that recommended by North Somerset Safeguarding Children Board.

### **Planning**

- We work in one playroom, which can be divided into two. The layout allows for constant supervision and that every child can easily be seen or heard but in most cases, they can be seen and heard. This follows the Revised [Early Years Framework issued by the Dfe](#). Children are however, on occasions left alone with staff or enhanced DBS checked volunteers/committee in a one-to-one or small group situation. Such as visiting the toilet, as our facilities are separate but can be seen from the main playroom, foyer, or kitchen. When this situation arises, the adult must notify another member of staff either in the main playroom, foyer, or kitchen they are taking a child / child to the toilet. It is possible to see staff in our toilet facilities and communicate from the surrounding areas for assistance. No mobile phones or cameras are permitted in these areas.
- All non CRB/ DBS checked adults, volunteers, committee members, visitors, parents are not left unsupervised with children at any time, and we encourage all staff to be vigilant.

### **Curriculum**

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

- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of North Somerset Safeguarding Children Board (NSSCB.)

### **Support to families**

- We believe in building trusting and supportive relationships with families, staff, and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and always liaising with the local children's social care team, (Front door.)
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, after any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with our [Confidentiality and Client Access to Records procedure](#) and only if appropriate under the guidance of North Somerset Safeguarding Children Board.

### **Legal framework**

#### **Primary legislation**

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (2018)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

#### **Secondary legislation**

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)

- Equalities Act (2010)
- Data Protection Act (2018) Non-Statutory Guidance.

### **Further guidance**

- Working Together to Safeguard Children (most up-to-date copy)
- What to do if you are Worried a Child is Being Abused (HMG 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)(HMG 2018)

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

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

## **1.3 Looked after children- Child looked after**

### **Policy statement**

- We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.
- Children become 'looked after' if they have either been taken into care by the local authority or have been accommodated by North Somerset Council (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s.)
- We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional, or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children

under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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

### **Principles**

- The term 'child looked after' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC or CLA.
- We offer places for funded three and four-year-olds that are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to four years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

### **Procedures**

- The designated person for looked after children is the designated child protection co-ordinator, Manager or Deputy Manager.
- Every child is allocated a key person before they start, and this is no different for a looked after child. The designated person ensures the key person has the information, support, and training necessary to meet the looked after child's needs.
- The designated person, manager or child's key person will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.

- The setting recognises the role of North Somerset Council children’s social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially regarding the birth parents or foster carer’s role in relation to the setting, without prior discussion and agreement with the child’s social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a Personal Educational Plan (PEP) that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The PEP needs to consider issues for the child such as:
  - their emotional needs and how they are to be met.
  - how any emotional issues and problems that affect behaviour are to be managed?
  - their sense of self, culture, language(s) and identity – and how this is to be supported.
  - their need for sociability and friendship.
  - their interests and abilities and possible learning journey pathway.
  - How any special needs will be supported?
- In addition, the PEP will also consider:
  - how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored.
  - What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed.
  - what written reporting is required.
- Wherever possible, and where the plan is for the child’s return home, the birth parent(s) should be involved in planning; and with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings and fun days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability, and their ability to manage their feelings with or without support.

- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. A combination of the designated person, manager or child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

#### **Further guidance**

- Guidance on the Education of Children and Young People in Public Care (DfEE 2018)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2018)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2018)
- Promoting the education of looked after children and previously looked after children, (2018)

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

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

### **1.4 Uncollected child**

#### **Policy statement**

If a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. This ensures the child is cared for safely by an experienced and qualified staff Member who is known to the child. The child will receive a high standard of care to cause as little distress as possible.

#### **Procedures**

- Parents/ carers of children starting at the setting are asked to provide the following specific information on their registration form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Mobile telephone number and email address (if applicable).
  - Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child-minder, friend, or grandparent.
  - Who has parental responsibility for the child?
  - Information about any person who does not have legal access to the child.
  - Doctors' details.
  - Password.
  - Health visitor and if applicable any details of social care.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with details of the person who will be collecting their child with a description as soon as possible. We agree with parents how to verify the identity of the new person who will now be collecting their child and we ask for appropriate identification in line with our visitors' policy upon arrival.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our mobile telephone number regularly via newsletters and our website.
- We inform parents that we apply our child protection procedures if their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- In the event of a child not being collected at the correct time, the staff at Locking Preschool will follow the procedure below:
  - The child does not leave the premises with anyone other than those named on the registration form, in their file or prearrange with staff members.
  - Always reassure the child that mummy/daddy or whoever usually collects will be contacted soon.
  - Ensure the child remains with a familiar member of staff and is kept occupied and distracted.
  - Check with all staff if any messages have been received in case a message has not been passed on.
  - Phone the home/work/mobile telephone number of the parent/carer who would normally be collecting the child.

### **Phone answered**

- If the parent/carer is there, inform them of the situation and ask them to come immediately. If appropriate, remind them of the collecting time and inform them that their child was waiting for them.
- Inform the child that we are trying to make contact and update them with any outcome so far, not unnecessarily worrying them if there was a problem.
- If the parent/carer cannot get to the setting for genuine reason i.e.: road accident or emergency, staff will include the child in a lunch club and or afternoon session (if appropriate and the staff ratios allow this) to reduce the anxiety of the child until the child is picked up.

### **No answer**

- If there was no answer on the usual contact numbers, refer to the emergency contact number/details and explain the circumstances and if possible, arrange collection.
- If no answer on emergency numbers, decide a period to wait in case there was a delay/accident en route, before trying the numbers again.
- Inform ALL members of staff within the building so everyone is aware of the situation and can assist if and where necessary.
- The familiar person from the setting remains with the child, doing all she/he can reassure the child everything will soon be OK, and Mummy/Daddy/Carer will soon be here.
- Try the telephone and emergency numbers again.
- If the child lives within proximity and there is sufficient staff, it may be possible to visit the house to see if anyone is at home and this could rectify the situation.
- If no-one collects the child after the setting has been closed for 30 minutes and there is no-one who can be contacted to collect the child and all avenues have been exhausted, we apply the procedures for uncollected children.

We contact North Somerset Council- referrals to Children's Services (Social Care)/  
Front door.

[01275 888 808](tel:01275888808) or [Out of Hours on 01454 615165](tel:01454615165)

---

- The child stays at the setting in the care of two fully vetted members of staff / volunteers / committee until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.



- Under no circumstances will staff take the child home with them. A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed:

0300 123 1231

---

- North Somerset Council single point of access (Front door) may also be informed.

01275 888 808

---

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

- Safeguarding Children (Most recent copy)

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

Providers must have and implement a policy, and procedures, to safeguard child

## **1.5 Missing child**

### **Policy statement**

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through carrying exit/entrance procedure out the outing's procedure, to ensure the security of children is always maintained. In the unlikely event of a child going missing from the setting, our missing child procedure and the following actions will be carried out.

### **Procedures**

*If a child goes missing from the setting the following actions will be carried out:*

- The Manager in charge will carry out a thorough search of the building, toilets, kitchen, outdoor play areas including the car park and a cursory glance of the foundation area of Locking School.

- The register is checked to make sure no other child has also gone astray.
- Doors and the 1 external gate is checked to see if there has been a breach of security whereby a child could wander out.
- The Manager in charge talks to staff to establish what happened.
- If the child is not found, the parent is contacted, and the missing child is reported to the police.
- The setting Manager will contact the chair or a member of the parent committee and report the incident. The chair or member of the committee (if available) comes to the setting immediately to carry out an investigation, with all staff where appropriate.

*If a child goes missing when away from the setting (e.g., on a small group or setting outing) where parents are not attending and not responsible for their own child, the following procedure is followed:*

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting Manager is contacted immediately (if not on the outing) and the incident is recorded.

If the child is not found

- The setting Manager contacts the parent/carers, who makes their way to the setting.
- The setting Manager contacts the police and reports the child as missing.
- Staff take the remaining children back to the setting (If appropriate.)
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting Manager will contact the chair or a member of the parent committee and report the incident. The chair or member of the committee (if available) comes to the setting immediately to carry out an investigation, with all staff where appropriate.

*The investigation*

- Staff keep calm and do not let the other children become anxious or worried.
- The Manager together with a representative of the management team speaks with the parent(s).

- The chair or Manager carries out a full investigation taking written statements from all the staff and who were on the outing.
- The key person/ appropriate staff member writes an incident report detailing:
  - The date and time of the report.
  - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
  - When the child was last seen in the group/outing.
  - What has taken place in the group or outing since the child went missing.
  - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); North Somerset's Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- Our insurance provider is informed.
- As a result of the investigation: risk assessments, policies and procedures will be updated, and all staff and families will be made aware of the changes made.

#### *Managing people*

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

the management committee. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.

- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be an exceedingly difficult time. The chairperson will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

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

The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

### **1.5 Missing Child**

#### **Policy statement**

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through carrying exit/entrance procedure out the outing's procedure, to ensure the security of children is always maintained. In the unlikely event of a child going missing from the setting, our missing child procedure and the following actions will be carried out.

#### **Procedures**

*If a child goes missing from the setting the following actions will be carried out:*

- The Manager in charge will carry out a thorough search of the building, toilets, kitchen, outdoor play areas including the car park and a cursory glance of the foundation area of Locking School.
- The register is checked to make sure no other child has also gone astray.
- Doors and the 1 external gate is checked to see if there has been a breach of security whereby a child could wander out.
- The Manager in charge talks to staff to establish what happened.

- If the child is not found, the parent is contacted, and the missing child is reported to the police.
- The setting Manager will contact the chair or a member of the parent committee and report the incident. The chair or member of the committee (if available) comes to the setting immediately to carry out an investigation, with all staff where appropriate.

*If a child goes missing when away from the setting (e.g., on a small group or setting outing) where parents are not attending and not responsible for their own child, the following procedure is followed:*

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting Manager is contacted immediately (if not on the outing) and the incident is recorded.

If the child is not found

- The setting Manager contacts the parent/carers, who makes their way to the setting.
- The setting Manager contacts the police and reports the child as missing.
- Staff take the remaining children back to the setting (If appropriate.)
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting Manager will contact the chair or a member of the parent committee and report the incident. The chair or member of the committee (if available) comes to the setting immediately to carry out an investigation, with all staff where appropriate.

### **The investigation**

- Staff keep calm and do not let the other children become anxious or worried.
- The Manager together with a representative of the management team speaks with the parent(s.)
- The chair or Manager carries out a full investigation taking written statements from all the staff and who were on the outing.
- The key person/ appropriate staff member writes an incident report detailing:
  - The date and time of the report.

- What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
- When the child was last seen in the group/outing.
- What has taken place in the group or outing since the child went missing.
- The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); North Somerset's Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- Our insurance provider is informed.
- As a result of the investigation: risk assessments, policies and procedures will be updated, and all staff and families will be made aware of the changes made.

### **Managing people**

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting manager need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting Manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting Manager and the other should be the chairperson of the management committee. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must

not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

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

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

The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

## **1.6 Use of tablets/ I pads, mobile phones, cameras and videos**

### **Policy statement**

We take steps to ensure that there are effective procedures in place to protect children and adults from the unacceptable use of tablets, I pads, mobile phones and cameras in the setting.

Staff, visitors, volunteers and students are not permitted to use personal mobile phones to take or record any images of the children. Staff must use their designated tablet/ iPad whenever they are taking photographs or videos in the setting. The iPad or tablet that staff use MUST ONLY be used for Tapestry online learning diaries. This iPad/ tablet is password protected and not linked to any other device such as a personal mobile phone/ iPad. They must NOT have any other apps or access to the internet whatsoever. Staff must use the business mobile iPhone for work related calls. Parents need permission from the designated Manager or safeguarding officer to use personal cameras, videos or mobile phones for photographs, images or recording in the setting.

### **Procedures**

#### **Setting Mobile Phone**

- Locking Preschool has one mobile iPhone for all business communication during working hours which is the responsibility of the Manager for usage and charging. This phone is kept in the locked office when not in use and children are present. The camera and video facility are disabled on this phone.

- The business mobile phone number (07810242330) is available to immediate family, children's schools, child-minders that may need to contact them in an emergency during working hours.
- Members of staff may take the settings mobile phone home to make or receive business calls out of hours but must ensure its return before the start of the next working day.
- If any member of staff is required to drive in a working capacity, and has responsibility for the work mobile, it is strongly recommended the phone is switched off and under no circumstances should take or make a call when driving.

### **Personal Mobile Phones**

- At the beginning of everyone's working day, personal mobile phones belonging to staff are stored in the office securely in a lockable storage box during working hours.
- In the event of an emergency, anticipation of an important phone call or an unexpected critical phone call (i.e.: the school/family member), personal mobile phones may be used in the privacy of the office or foyer, with permission from preferably the Manager or nearby member of staff.
- Personal mobile phones are prohibited in the toilet/nappy changing areas.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them. Again, only emergencies phone calls are permitted with permission of the Manager.
- Members of staff will not use their personal mobile phones for taking photographs or videos of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.
- Visitors are requested to put their mobile phone in the office in either the provided box or personal handbag/briefcase. Visitors will be asked to switch off their mobile phones on arrival at the premises.
- Regular known visitors such as representatives from North Somerset or the management committee are to declare either to the Manager or another member of staff, they are intending to make a work-related phone call in the office of foyer area, where children could be present because the work phone is in use.
- The Manager and all staff are asked to be vigilant regarding both staff and visitors with all mobile phone usage. All staff have a responsibly and should remind visitors if they are not complying with this policy and report incorrect usage of any staff member to the manager or safeguarding officer.



## **Cameras and videos**

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs or videos of children are only taken using the designated I pads/ tablets for the sole use of the online learning diary system, Tapestry. These are prohibited in the toilet area.
- In the case of an outing or other activity away from the setting, risks should be minimised by downloading all photos before taking iPad/tablets from the setting.
- Children have their photographs taken during indoor and outdoor play for valid reasons such as to provide evidence of their achievements. Photographs are displayed in child's learning diaries for children and parent/carers to look through at throughout the year.
- No images will be taken of children which captures them in what are commonly understood as non-public activities like toileting or changing clothes, or which show body parts not usually visible in public settings.
- If photographs of the children taking part in an activity are used to advertise/promote our setting via our Web site, in the local press etc; we do not show children who are in breach of rules or are behaving in a reckless or dangerous fashion.
- All staff are asked to be vigilant regarding when children are in the outside designated areas to prevent unauthorised persons taking photographs or recording images. Special care is taken because we are situated next to a school.
- The Manager and all staff are asked to be vigilant regarding staff, visitors, placements, General public and committee members of cameras and videos usage. All staff have a responsibly and should remind visitors, public if they are not complying with this policy and report incorrect usage of any staff member to the Manager or safeguarding officer.
- The setting has a children's camera, and video recorder which is for the use of the children only in session time to promote their knowledge of ICT equipment. The camera/ video recorder is not permitted to be used by staff and will not leave the premises. If a child takes a photograph that is meaningful to their learning and development this may be printed by a staff member in setting with permission from the manager or deputy. This is to be used in the child's learning diary only. Any images that are stored on either the video camera/ camera is not to be used for any other purpose and all images will be erased at the end of each week.
- The setting also has several Ipad's which are used for the children to build their knowledge and understanding in ICT, and for staff to record activities/celebrations or festivals such as the Christmas Production. The children ipad's are only permitted to be used as an adult lead activity where a member of staff can monitor any internet access. All ipad's have parental settings to ensure they are safe for the children to use. Some images from the Ipad's maybe up-loaded to our website or added to a child's learning

diary providing parental consent has been given. Should a member of staff wish to remove the Ipad's from the provision, the Managers consent must be sought, and the Ipad's must be signed in and out of the premises. Images may only be used for the preschool website or for the child's individual learning diary. The Ipad's are prohibited from the toilet/ changing facilities and are only to be used for the above stated reasons.

### **Parental Permissions and disclaimers**

The following consents or declaimers are recorded by parent's signatures on the individual child's registration form in line with the data protection act 2018.

### **Permissions**

*Parent/carers are required to complete the following consent for their child.*

- I / We give / do not give permission to photograph my child for the inclusion in their learning diary.
- I / We give / do not give permission to photograph my child for the inclusion in their setting display boards.
- I / We give / do not give permission to photograph my child for the use of our website.
- I / We give / do not give permission to photograph my child for the use of publicity or marketing, such as newspapers articles and external newsletters.

Student placement, college or university work will require separate consent forms.

We will not photograph or video children where consent is not given.

### **Disclaimers**

- Your child may appear in the background of other children's learning diary photographs.
- Events such as outings Christmas production, graduation ceremony and fundraising events may be photographed or videoed by staff and parent/carers but always in full view of all attending. Parents/carers, staff, volunteers, and students will be notified of this in advance. These photographs and videos are for the sole purpose of the individual taking them or their own families use and will not be shared with a third party, including social media.

### **Storage / Removal of Photos and Videos**

- The information contained within each learning diary is to relate to an individual, identifiable child; therefore, it is to be treated as personal data.
- Digital and hardcopy images are securely stored in a locked cupboard in line with the Data Protection Act 2018 and surplus printed photos are either used as a collage/montage at the back of individuals learning diaries or shredded. The aim will be to prevent unauthorised access, ensure confidentiality and protect identity.

### **Printing / Printed Photos:**

Children's photos can be printed in one of two ways:

- *On the premises* – Photos are downloaded from the keyperson tablets, which is password, protected and printed using the settings printer. Photos are stored on the tablets until they have been uploaded to the child's Tapestry diary. Staff are required to create children's learning diaries at home out of setting hours. Therefore, tablets/ I pads belonging to staff members are taken off site to staff homes registered in their HR personnel file.

The designated practitioner is to ensure all photographs are permanently wiped from memory sticks/SIM cards, portable devices, or other relevant devices once the images are no longer of use.

### **General**

- All IT equipment and technology such as laptops, I pads/ tablets printer, cameras and SIM cards, printed photographs are stored in a locked office or filing cabinet when the setting is closed.
- Computer security – effective measures are to be implemented to ensure computer security. Awareness will be raised in respect of technological advancements which could put online systems at risks.

## **1.7 The Prevent Duty & Promoting British Values**

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

Here at Locking Preschool, we take safeguarding very seriously, therefore, to ensure that we adhere to and achieve the Prevent Duty we will endeavour to:

All Staff have attended training provided by our local authority in line with statutory guidance. Part of this training will enable staff to identify children who may be at risk of radicalisation.

- We will build the children’s resilience by promoting fundamental British values and enable them to challenge extremist views (In early years, the statutory framework for the EYFS sets standards for learning, development, and care for children 0-5, thereby assisting personal, social, and emotional development and understanding of the world)
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology.
- We will ensure staff understand the risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation using social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may need help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour or personality quickly.
- We will not carry out unnecessary intrusion into family life, but we will act when we observe behaviour of concern.
- We will work in partnership with North Somerset Safeguarding Children Board for guidance and support.
- We will build up an effective engagement with parents/carers and families (This is important as they are in a key person position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and the right support mechanisms should they need this.
- Details of who to call in the event of having a concern are listed below.
- We will ensure that our senior staff will undertake Prevent Awareness training so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

**For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please ask a member of staff for advice and information.**

To help understand how this is put into practice a few examples are as follows:

**Democracy: Making decisions together: PSED**

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and 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 and using their opinions during circle time to decide on child-initiated activities.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing, and working together in friendship groups. Children should be given opportunities to develop in an atmosphere where questions are valued, and opinions are sought.

**Rule of Law: Understanding rules matter: PSED**

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong. This will be promoted through the Behaviour Management Policy and strategies within the setting.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

**Individual Liberty: Freedom for all: PSED & UTW**

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

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

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

**What is not acceptable?**

- Actively promoting intolerance of other faiths, cultures, and races within the community
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.

- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values and tolerance for those with different faiths and beliefs.

Any concerns regarding prevent duty in North Somerset should be referred to Jo Mercer, North Somerset Prevent Co-ordinator, 01934 426880 [Jo.Mercer@n-somerset.gov.uk](mailto:Jo.Mercer@n-somerset.gov.uk).

## **1.8 Social Networking Statement**

Locking Preschool recognises the need to ensure the welfare and safety of all children. Due to the increasing personal use of social networking sites, staff and volunteers at Locking Preschool should be aware of the impact of their personal use of such sites, upon their professional position.

Staff and volunteers are advised that it is inappropriate to discuss any aspect of their involvement, or place any images relating to their position at Locking Preschool on social networking sites. This includes children, staff, activities, and naming Locking Preschool on any sites. Staff, students and volunteers at Locking Preschool are prohibited from being 'friends' with parents/ guardians of children who are currently attending Locking Preschool. Staff and volunteers should familiarise themselves with the North Somerset Safeguarding Children Board 'Safeguarding yourself' guidance.

Failure to adhere to this could potentially lead to disciplinary action and referral to the Local Authority designated Officer for Allegations (LADO) at North Somerset Safeguarding Children Board. [The LADO for North Somerset is Julie Bishop - 01275 888211/07795092692.](#)

Updated June 2022.

