

## Safeguarding and Child Protection

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

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 is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas in a democratic environment in accordance with our British Values (see separate policy on British Values);

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- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child-centred ways in all aspects of core services, such as giving children the opportunity to choose their next topic.

## **Child protection and safeguarding policy**

Our setting will work with children (including those with SEND), parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

At Longleaze Pre-school and Nursery we understand that safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It includes children's and learners' health and safety and well-being, including their mental health, meeting the needs of children who have special educational needs and / or disabilities, the use of reasonable force, meeting the needs of children and learners with medical conditions, providing first aid, educational visits, intimate care emotional well-being, online safety and associated issues, appropriate arrangements to ensure children's and learner's security, taking into account the local context.

The three commitments are:

1. Building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.
2. Responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMGovt 2015).
3. Promoting awareness of child abuse issues throughout our training and learning programmes for adults. And empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

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

**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 our service delivery.

- Our designated person (a member of staff) who co-ordinates child protection issues is: Emma Flack.
- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.
- Our deputy designated persons (a member of staff) are Tracey Jacobs and Hayley Dewsbury.
- The named committee member responsible for safeguarding is .....
- The designated person or the suitably trained deputy designated person will be always be available during our opening hours to support staff with safeguarding issues. This will sometimes mean they are out of the setting but able to return if needed and/or provide support on the phone.
- They will have relevant links with the statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.

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- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to the potential indicators and signs and symptoms of abuse and neglect, and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social work team or the NSPCC. Staff receive information at least once a year on safeguarding/ child protection.
- Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues.
- Our designated person and deputy designated person will undertake safeguarding training every two years and their knowledge and skills will be refreshed at regular intervals, but at least annually.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- All staff have received training on Prevent Duty and are aware of the values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance (see British Values Policy).
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
  - be aged 17 or over;
  - be considered competent and responsible;
  - receive a robust induction and regular supervisory meetings;
  - be familiar with all the settings policies and procedures;
  - be fully checked for suitability if they are to have unsupervised access to the children at any time.

- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - the criminal records disclosure reference number;
  - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
  - the date the disclosure was obtained; and ○ details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, court orders, reprimands and warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us.  
Parents sign a consent form saying that we can use images of their children in learning journals and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the Information Commissioners Office.
- The designated person in the setting has responsibility for ensuring that there is an adequate Information Communication Technology (inc. Acceptable use of mobile phones and cameras) policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.

**Key commitment 2** - We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMGovt 2015) and the Care Act 2014.

Responding to suspicions of abuse:

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. We also recognise that the abuser can be an adult (internal or external) to the setting or another child, who could also attend the setting.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child protection.
- Children with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or 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; and ○ any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We consider factors affecting parental capacity and risk, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care department.
- We are aware of other factors that affect children's vulnerability such as, abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation and radicalisation or extremism; that may affect, or may have affected, children and young people using our provision. \*See our policy on FGM below.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person completes Channel training, Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers and health workers to report cases of Female Genital Mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with e.g. older brothers and sisters.
- We are also aware that some children and young people may be affected by bullying, cyber bullying, peer on peer abuse, gender based violence / violence against women and girls, the impact of new technologies on sexual behaviour for example 'sexting' and accessing pornography particularly in relation to babies and young children
- The designated person is also the Key Adult (KA) in terms of ENCOMPASS. (see below)
- 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 and follow the Local Safeguarding Children Boards procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.



- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- 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. This may include students or school children on work placement, 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 taken into account, 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 (Information Sharing March 2015, updated July 2018).

- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistle blowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline (08000280285).

#### 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 will adhere to the following Dos and Don'ts .

##### **Dos:**

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

##### **Don'ts:**

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the

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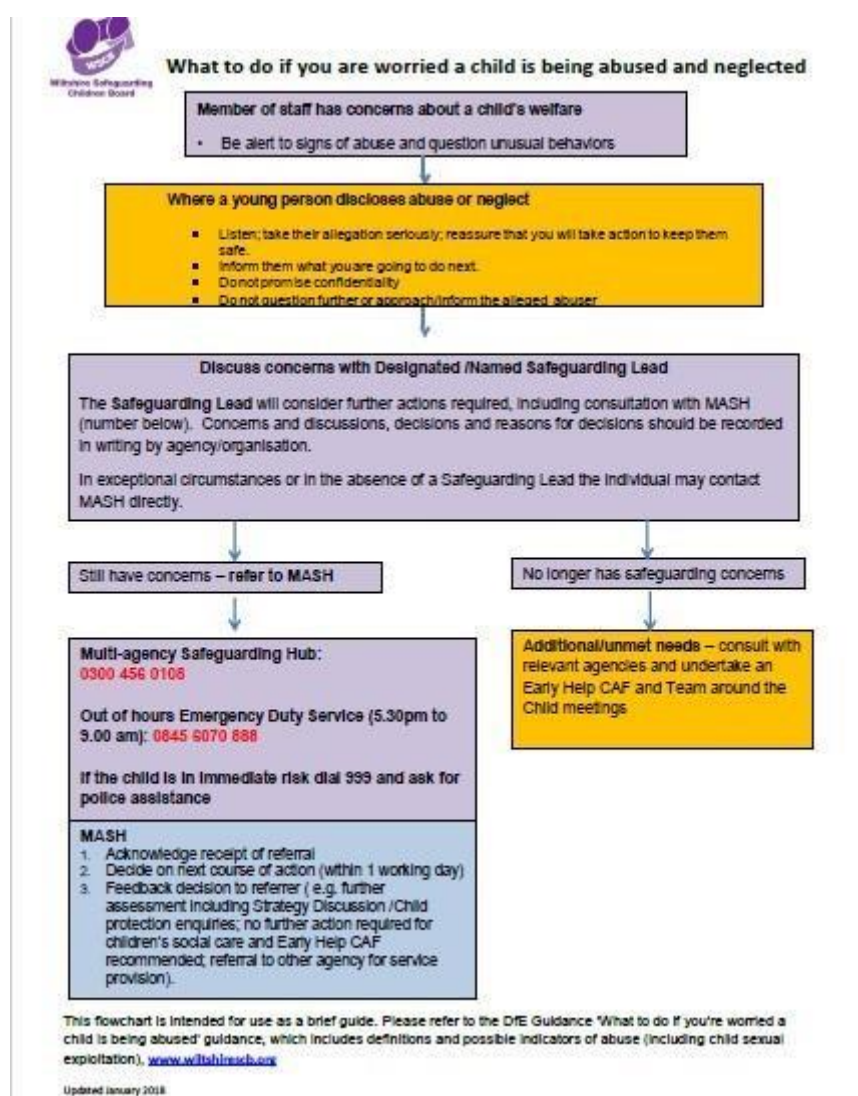


D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

- These records are signed and dated and kept in in a locked cupboard filed in the appropriate folder which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity, and always within 1 working day. If the 'designated person' is unavailable the deputy designated person will be informed.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board (see below).



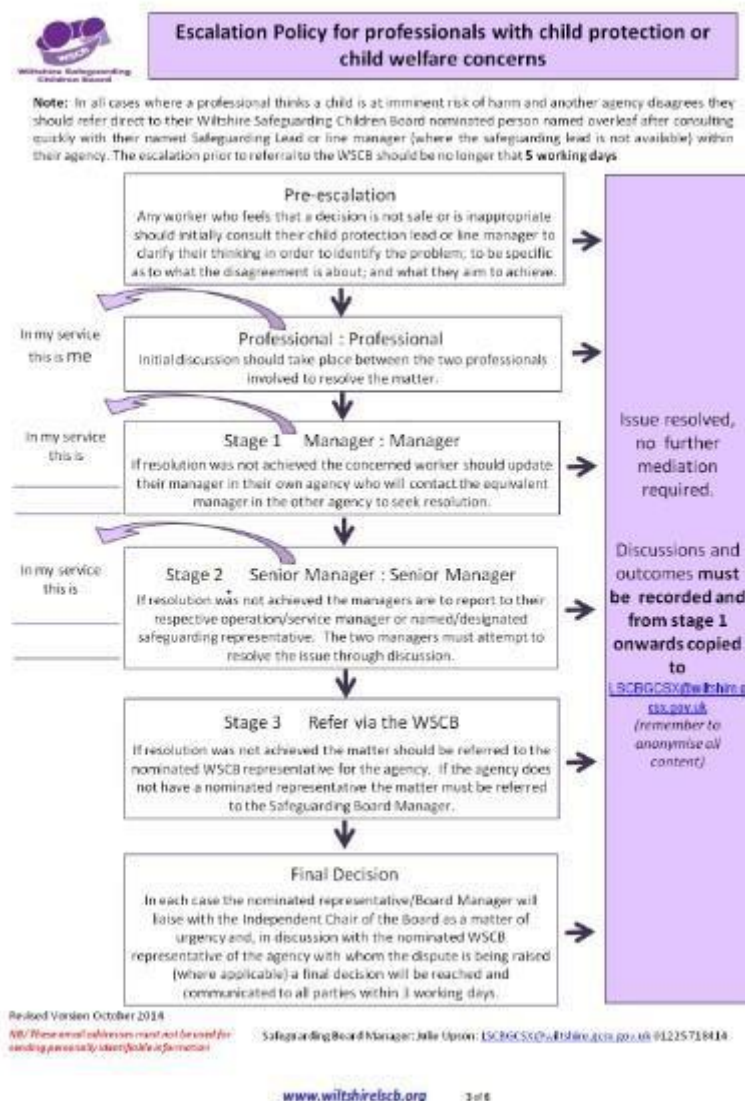
Escalation procedure:

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- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the Local Safeguarding Children's Board escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- Effective working together depends on an open approach and honest relationships between colleagues and between agencies.
- Staff must be confident and able to professionally disagree and challenge decision making as an entirely legitimate activity: a part of our professional responsibility to promote the best safeguarding practice.
- Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child is wrong. In such cases the WSCB Case Resolution Protocol and escalation policy is used if necessary.
- If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.



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#### Informing parents:

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk, or interfere with the course of a police investigation. Advice will be sought from social care if necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk. This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children's social work services, about whether or not to advise parents beforehand, and should record and follow the advice given.

#### Liaison with other agencies:

- We work within the Local Safeguarding Children Board guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available on request for parents and staff. All staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues to ensure we can work well together. If a child already has a social worker we keep a note of their contact details
- We notify 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 (08088005000).

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, 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, volunteers or any other person working on the premises, which includes: inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone working on/ visiting the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone working on/ visiting 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 the Designated Officer for allegations (DOFA) to investigate and/or offer advice: 01225 718079 / 01225 713945

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- We also report any such alleged incident to Ofsted (unless advised by DOFA that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We will co-operate entirely with any investigation carried out by children's social care in conjunction with the police. Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

Disciplinary action:

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups (Disqualification under the childcare Act 2006 published Feb 2015)

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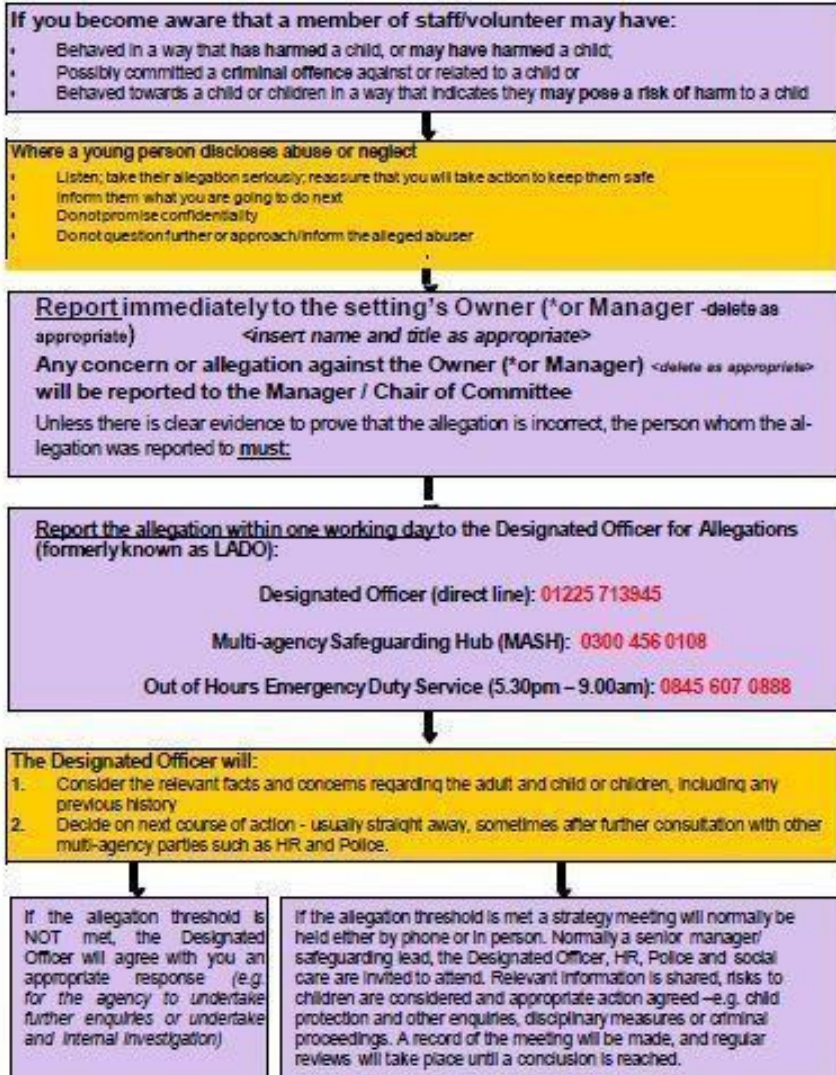
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## ALLEGATIONS AGAINST ADULTS - Risk of harm to children

### GUIDANCE FLOWCHART



NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at [www.wiltshirescsb.org](http://www.wiltshirescsb.org)

## ENCOMPASS

- Encompass is a partnership between Wiltshire Police and Designated Early Years staff known as Key Adults (KA).
- From Monday 4<sup>th</sup> of September 2017 for Wiltshire and Swindon the Police will inform KAs within Early Years settings about any domestic abuse incident where a child or young person has been affected by domestic abuse.
- The police will email every EY setting via EGRESS within one working day of every incident where a child has been affected by domestic abuse and will include; police reference, name of child affected, brief details of what's occurred, name of adults affected, outcome if known, hot line to police referrer.
- The KA is the receiver of confidential, sensitive and dynamic information at the settings.
- The KA will usually be the designated Lead (DSL), Deputy DSL or Manager.

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- The KA must have up to date Child Protection Training.
- The KA will raise awareness within their setting of ENCOMPASS.
- The KA will be available to access and receive secure ENCOMPASS / MASH disclosures to their nominated email address.
- The KA will store ENCOMPASS information in accordance with the storage requirements for safeguarding / child protection files. Where a child already has such a record, ENCOMPASS information should be included within this.
- The KA will support staff or coordinate support.
- Information received via Encompass should be treated as any other CP concern and therefore will be shared with staff on a 'need to know' basis. The KA will make a judgement in each individual case about who needs and has a right to access particular information.
- The KA will ensure that staff understand the confidential nature of any information passed to them that must be treated in the same way as any other Child Protection information given by other partners such as Social Care.
- The KA will assume responsibility for the information being acted upon within school,, via either silent or overt support being offered to the child and families.
- The KA will inform the management body / committee that the setting is part of ENCOMPASS and the Manager with responsibility for Safeguarding should have a working knowledge of the project.

**Key commitment 3** - We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

#### Early help

- We understand that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.
- Effective early help relies upon local agencies working together to:
  - identify children and families who would benefit from early help;
  - undertake an assessment of the need for early help;
  - and • provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children. Section 10.
 Staff training will cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings. (Working Together to Safeguard Children March 2015, updated February 2019)

#### Training:

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
- Designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.

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- We ensure that all staff and volunteers know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year. Planning:
- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

#### Curriculum:

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they 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 the Local Safeguarding Children Board. (see Sharing Information Policy)

#### Support to families:

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We 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, subsequent to 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 the Confidentiality and Client Access to Records policies and only if appropriate under the guidance of the Local Safeguarding Children Board.

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## **Whistle Blowing policy**

In general it is a serious disciplinary matter for an employee to breach confidentiality by revealing information about employee's activities. But where disclosure would reveal or prevent malpractice or an un-lawful act there may be a just cause defence in disclosing this information. This is often referred to as whistle blowing.

It is in these cases that the Public Interest Disclosure Act 1998 protects employees and workers from victimisation or dismissal, provided that they comply with statutory procedures.

For the purpose of this act, a 'worker' is a person who works under a contract of employment or other contract where he/she has to provide services personally.

Our whistle blowing procedure encourages disclosure within the setting as soon as staff become aware of potential problem areas. Staff should use the normal grievance and disciplinary process to raise concerns

If you suspect a member of staff, volunteer or member of the management committee of abusing a child within or outside the setting or feel uncomfortable about any aspect of their behaviour around the children you should take the following action:

### **What can be disclosed?**

For a disclosure to be protected, the employee or worker must reasonably believe that the disclosure tends to show that one or more of the following has happened:

- A criminal offence.
- Failure to comply with any legal obligation.
- Miscarriage of justice.
- Danger to an individual's health and safety.
- Damage to the environment.
- Deliberate concealment of information.
- Safeguarding Children issues.

Even if the disclosure shows one or more of the above, the disclosure is not protected if the worker commits an offence by making the disclosure.

### **Who can it be disclosed to?**

The legislation encourages disclosure to the employer in the first instance. A disclosure is protected if it is made to:

1. The employer, i.e. The Management Committee. This would normally be to the designated officer or the Chair
2. Someone to whom the employer, under its disclosure policy, authorises disclosure to be made; Designated Person (Emma Flack) or Deputy Designated Person (Tracey Jacobs or Hayley Dewsbury), Member of the committee responsible for safeguarding – Ruth Cooper, or Chair of the Committee (Barbara Sealey).
3. A person other than the employer whom the employee or worker believes in good faith has a legal responsibility for the matter e.g. the Local Authority Designated Officer or NSPCC Whistleblowing Advice Line.
4. A legal advisor.

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**Disclosure to others**

The above procedure needs to be followed. No other person externally and internally from the setting should be involved in any discussions. For further information contact [www.cfoi.org.uk](http://www.cfoi.org.uk) (Campaign for Freedom of information) [www.acas.org.uk](http://www.acas.org.uk) (help and advice for employers and employees) [www.icsa.org.uk/icsa](http://www.icsa.org.uk/icsa) (The Government Institute) [www.pcaw.co.uk](http://www.pcaw.co.uk) (Public concern at work)

## **Alcohol policy**

The Pre-School & Nursery recognise the potential dangers of looking after children while under the influence of alcohol. To ensure the safety of our children we will not hand them over to parents or guardians if we believe that they have been drinking.

In the event of alcohol being smelt on the breath or behaviour which may suggest alcohol has been consumed by the parent or guardian, the child will not be handed over and the staff member should contact another person indicated on the Registration Form to pick up the child.

## **Attendance policy**

A child missing from the setting is not in itself a child protection matter, and there may be an innocent explanation for it. Parents are requested in their welcome pack to notify the pre-school whenever their child is going to be absent. However, regular unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

We will:

- Hold a daily record of the names of the children being cared for on the premises.
- Consistently monitor children's attendance.
- Contact parents on the first day of any unexplained absence.
- Be alert to patterns of absence that may indicate wider safeguarding concerns.
- Work with parents to promote good attendance, especially of children for whom we receive the early years pupil premium.
- Be, and are, prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.

## **Child Sexual Exploitation (CSE) policy**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. While the age of the children in our care means they are less likely to be victims of sexual exploitation it is something we need to be aware of and if we have any concerns report them as appropriate.

In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation doesn't always involve physical contact and can happen online.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older 'boyfriends' or 'girlfriends';
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time
- Children who regularly miss school or education

## **Early Help policy**

Sometimes in our work we may identify that children are at risk of harm but that, that risk doesn't meet the "significant harm" criteria which would trigger a referral to the child protection team.

In these situations we will:

- Undertake an assessment of the need for early help
- Refer the family to the Early Help Single Point of Entry who will then work with the setting and other services to support the child and their family (Multi-Agency Safeguarding Thresholds guidance WHAT TO DO: Early Help for Children and Young People)

Providing Early Help in this way reduces the likelihood of the child ever becoming at risk of "significant harm".

## **Female Genital Mutilation (FGM) policy**

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) falls into this category. FGM is the term for procedures, which include the removal of part or all of the external female genitalia for cultural or other nontherapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on new-born infants. FGM has been illegal in this country since 1985. The Female Genital Mutilation Act 2003 made it an offence for UK nationals, permanent or habitual UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM while not making assumptions that families from practising communities will want their girls and women to undergo FGM.

There is a range of potential indicators that a child or young person may be at risk. These indicators are not exhaustive and whilst the factors detailed below may be an indication that a child is facing FGM, staff should not assume that it is the case simply on the basis of someone presenting with one or more of these warning signs.

- The family belongs to a community in which FGM is practised or have limited level of integration within UK community particularly if they are making preparations for the child to take a holiday, e.g. arranging vaccinations or planning an absence from the setting
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children
- If a female family elder is present, particularly when she is visiting from a country of origin, and taking a more active / influential role in the family
- The child talks about a 'special procedure/ceremony' that is going to take place
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family;
- Repeated failure to attend or engage with health and welfare services

Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from the setting or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet



- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

If we think that FGM is planned or has happened then we will make a referral to the local authority children's social care team in the usual way.

## **Information Communication Technology (inc. Acceptable use of mobile phones and cameras) policy**

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Our designated person responsible for co-ordinating action taken to protect children is: Emma Flack

### **Information Communication Technology (ICT) equipment**

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed, firewalls and internet restrictions where appropriate.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

### **Internet access**

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.

The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.

- Children are taught the following stay safe principles in an age appropriate way prior to using the internet; only go on line with a grown up; be kind on line; to keep information about me safely; only press buttons on the internet to things I understand; tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk).

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- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or [www.nspcc.org.uk](http://www.nspcc.org.uk), or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk).

### **Email**

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children. This includes all devices including 'smart watches'.
- Staff send personal information by encrypted email and share information securely at all times.

### **Acceptable Use of Mobile Phones, Cameras, Smart Watch Phones and other similar technical equipment; Statement of Intent**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns:

1. Staff being distracted from their work with children
2. The inappropriate use of mobile phones and cameras around children

### **Aim**

Our aim is to have a clear policy on the acceptable use of mobile phones, smart watch phones and cameras (and other similar devices) that is understood and adhered to by all parties concerned without exception.

In order to achieve this aim, we operate the following **Acceptable Use Policy**;

#### **Acceptable Use of Mobile Phones – children**

- ☐ Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in a locked drawer until the parent collects them at the end of the session.

#### **Acceptable use of Mobile phones – staff and visitors (including parents)**

- Users bringing personal devices into the setting must ensure there is no inappropriate or illegal content on the device.
- All staff must ensure that their mobile telephones / devices are left with their personal belongings or in the designated area throughout contact time with the children. Staff bags should be stored away from the children.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager. In the first instance the settings phone should be used.

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- If any staff member has a family emergency or similar and required to keep their mobile phone to hand, prior permission must be sought from the manager and the mobile phone should be placed in the designated area as agreed by the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- All parent helpers / students will be requested to place their phone in the appropriate place and asked to take or receive calls in this area where their phone must remain.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. This includes dropping off and picking up times. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.
- Should inappropriate material be found then our Designated Officer For Allegations will be contacted immediately. We will follow the Local Authority guidance as to appropriate measures to be taken.

#### **Acceptable Use of Cameras (and other imaging equipment)**

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.

If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

#### **Social media**

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly

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prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed (WSCB Social Networking Policy May 2015)

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

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed.
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

## **Looked after children policy**

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 our care to achieve and reach their full potential.

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

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

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on 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.

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

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- 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.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider 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; and ○ how any special needs will be supported.
- In addition the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for 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 to 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.

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- 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. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

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## **Missing child policy**

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

### **Child going missing on the premises**

- As soon as it is noticed that a child is missing, the child's key person/the relevant member of staff alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- We will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- Our manager contacts our Chair and reports the incident. Our Chair comes to the provision immediately to carry out an investigation, with our management team where appropriate.

### **Child going missing on an outing**

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

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

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity, but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.

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- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our Chair and reports the incident. Our Chair comes to our premises immediately to carry out an investigation, with our management team.
- Our staff keep calm and do not let the other children become anxious or worried.

### **The investigation**

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our Chair, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with a representative of our management team speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
  - The date and time of the incident.
  - Where the child went missing from e.g. the setting or an outing venue.
  - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
  - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
  - What has taken place in the premises or on the outing since the child went missing.
- The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

### **Managing people**

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our 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.
- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any 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 our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other should be our Chair or another representative of the management

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committee. No matter how understandable the parent's anger may be, aggression or threats against our 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. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our Chair will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

### **Private fostering policy**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability  
the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents/carers, grandparents/carers, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

- As a setting, if we become aware that a child is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

## **Uncollected child policy**

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

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

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a child minder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- 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. Our contact telephone number is 01793 848978.
- If a child is not collected at the normal collection time, we follow the procedures below:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - If no-one collects the child within 30 minutes of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

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Agreed by the committee of Longleaze Pre-school and Nursery at the AGM dated November 2019.

Signed by the Chairperson on behalf of the Committee .....

To be reviewed at the next AGM in November 2020.

- We contact the local authority children's social care team or the out of hours duty officer (where applicable)
- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager 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 we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed.