

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 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 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; 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;
- 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.

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 very best start in life. Our Safeguarding Policy is based on four key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

Key commitment 1

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 officers who oversee this work are:
Suzanne Sutton and Jackie Raw

- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff remain alert to any signs that during the current COVID-19 or any other pandemic outbreak a child in their care is suffering from or likely to be suffering from harm. This includes signs of neglect that may be caused by extraordinary circumstances due to the measures to curb the spread of the virus.
- All staff have an up-to-date knowledge of safeguarding issues and understand the LSCP Safeguarding procedures and refreshes their knowledge of safeguarding at least annually.
- All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about parents, carers, the setting and the child with other agencies.
- 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.
- 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 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 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 do not work unsupervised.
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the Disclosure Barring Service reference number;
 - 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 (whether received before or during their employment with us).
- 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.
- We have procedures for recording the details of visitors to the setting.
- 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 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.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person will inform the Designated Officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, the LADO, Ofsted or RIDDOR.

Key commitment 2

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' (HMG 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. (The four signs of abuse)
- 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, young person or vulnerable adult protection.

- 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 take into account 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; and radicalisation or extremism that may affect, or may have affected, children and young people using our provision.
- In relation to radicalisation and extremism, [we/I] 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 online 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, including early years practitioners, 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.
- 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 LSCP 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.
- We refer concerns to the local authority First Response Team and we will and co-operate fully in any subsequent investigation and follow up in writing within 24 hours. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Partnership.
- 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.

- We have a whistleblowing 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.

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 take action;
 - 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 child's personal file, which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- Where the Local Safeguarding Children Partnership 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 Partnership.

Making a referral to the local authority children's social care team

- The Buckinghamshire Safeguarding Children's Partnership (BSCP) contains detailed procedures for making a referral to the First Response Team as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2006).
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Partnership, which we follow.
- All members of staff are familiar with the BSCP and follow the procedures for recording and reporting.

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 inform parents 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 Partnership 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 the Local Safeguarding Children Partnership guidelines.
- We have the current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that 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, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- 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.

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 the Local Safeguarding Children Partnership 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 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 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 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 the Local Authority Designated Officer (LADO) to investigate:
Buckinghamshire Council LADO: 01296 382070
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- 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 member of staff or the 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 First Response Team, the Local Authority Designated Officer (LADO), the Disclosure and Barring Service (DBS) and Ofsted, 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

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 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 and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Partnership.
- We ensure that all staff know the procedures for reporting and recording any concerns.
- We ensure that all staff receive updates on Safeguarding via emails, newsletters, 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 visible to others.

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 Partnership.

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 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 procedure and only if appropriate under the guidance of the Local Safeguarding Children Partnership.

Key commitment 4 – Prevent Duty/British Values

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools and settings to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 **Prevent Strategy** and at Cublington Nursery School these values are reinforced regularly and in the following ways:

Democracy

- We listen to children's and parent's voice. Our nursery behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

The Rule of Law

- We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

Individual Liberty

- Within nursery, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. At nursery we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms.

Mutual Respect

- Part of our nursery ethos and behaviour policy has revolved around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions/words can affect others.

Tolerance of those of Different Faiths and Beliefs

- We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events

Legal framework

Primary legislation

- Children Act (1989s47)
- Children Act (2004)
- Protection of Children Act (1999)
- The Children Act (Every Child Matters) (2004s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- General Data Protection Regulations (GDPR 2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children – (HMG) 2015
- What to do if you're Worried a Child is Being Abused – (HMG) 2015
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check

- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)

Helplines and Referrals

Buckinghamshire Council:

First Response – a single point of contact for Buckinghamshire's Children's Social Care

- Phone: 01296 383962
0800 999 7677 (out of hours)
- Email: cypfirstresponse@buckinghamshire.gov.uk
secure-cypfirstresponse@buckinghamshire.gcsx.gov.uk

The Early Years Designated Managers can provide advice and support in the event of an allegation or query/concern.

- Local Authority Designated Officer (LADO) 01296 382070
- Early Years Designated Senior Manager for allegations against the childcare workforce
 - Alison Terry 01296 387147 alison.terry@buckinghamshire.gov.uk
- Deputy Early Years Designated Manager
 - Joe Cook 01296 387111 joe.cook@buckinghamshire.gov.uk

National Society for the Prevention of Cruelty to Children

- (NSPCC) 0808 800 5000
<http://www.nspcc.org.uk>
help@nspcc.org.uk

Ofsted 0300 123 1231

www.ofsted.gov.uk

Buckinghamshire Family Information Service (BFIS)

Telephone - 0845 688 4944

www.bucksfamilyinfo.org.uk

Buckinghamshire Safeguarding Children Partnership (BSCP)

Telephone 01296 383485 9.00 am – 5.00 pm Monday - Friday

www.bucks.lscb.org.uk

Please see:

Buckinghamshire Council, Early Years and Childcare May 2017

SAFEGUARDING / CHILD PROTECTION

Information and Guidance for Childcare Providers

1.3 Looked after children

Policy statement

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our nursery 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 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 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. The Alliance maintains that 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.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

- 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.
- 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 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 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'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. 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 child's social worker as detailed in the care plan.

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

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

Procedures

- Parents of children starting at the setting are asked to provide the following specific information, which is recorded on our Registration Form:
 - Name, home address, email and telephone numbers
 - Place of work, address and telephone numbers
 - Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
Name/s of person/s who have 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. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, 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 from the setting - 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 named contact, we apply the procedures for uncollected children.
- We contact our local authority children's social care team:

Buckinghamshire Council First Response 0845 4600 001

If the children's social care team is unavailable (or as our local authority advise) we will contact the local police. After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.

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

- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file.
 - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
 - Ofsted will be informed:
Tel. No. 0300 123 1231
-

Further Guidance

- Working together to Safeguard Children –March 2015
- Protection of Children Act – 1999
- General Data Protection Regulations (GDPR 2018)

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 out the outings procedure and the exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent. The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the manager (if manager not at setting).
- The manager comes to the setting immediately to carry out an investigation, with the senior staff where appropriate.

Child going missing on an outing

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

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

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

- In an indoor venue, the staff must contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting leader contacts the manager and reports the incident. The manager comes to the setting immediately to carry out an investigation, with the senior staff.
- The setting leader or members of staff may be advised by the police to stay at the venue until they arrive.

The investigation

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

Managing people

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

the other should be a senior member of staff. 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 final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The manager will use her discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

1.6 Use of mobile phones and cameras

Policy statement

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 mobile phones and cameras in the setting.

Procedures

Personal Mobile Phones

- We recognise that members of staff may need to bring their phones to work for use in receiving emergency telephone calls. All phones must be stored in the named telephone pockets on the wall in full view of all.
- In the event of an emergency, personal mobile phones may be used in the privacy of the kitchen, with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- 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.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
- Members of staff must ensure that notifications on Fitbits and similar devices are turned off while at Nursery.
- **Parents and visitors are requested not to use their mobile phones whilst on the premises.** There is 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 there are no children present. Parents and visitors will also be asked to turn off notifications on Fitbits and similar devices.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders 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.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Photograph permission form).

1.7 Social Networking Policy (including use of computers, phones and electronic communications)

Policy statement

Cublington Nursery School embraces new technology but has a Social Networking Policy (including use of computers, phones and electronic communications) This is to protect children, staff, parents, carers and volunteers and also to protect the integrity of the Nursery.

Social Network Sites

Cublington Nursery School respects employee's right to a private life. However the Nursery must also ensure that confidentiality and its reputation are protected. It therefore requires that if staff do use social networking websites to:

- refrain from identifying themselves as working for Cublington Nursery School
- ensure that they do not conduct themselves in a way that is detrimental to the Nursery
- take care not to allow their interaction on these websites to damage working relationships between Nursery School employees and service users of the Nursery.
- refrain from nominating parents of children in the Nursery to be a 'friend' on a social networking site.

Guidance for Parents, Carers, Volunteers, Visitors and Work Experience Students

The whole area of images of children appearing on social networking/media sites is a very complex one and for purposes of clarity Cublington Nursery School therefore advises that to err on the side of safety, *no* images are placed on these sites.

Cyber Bullying

- The Nursery is committed to ensuring that all of its employees are treated with dignity and respect at work.
- Bullying and harassment of any kind will not be tolerated in workplace.
- Cyber-bullying methods could include using text messages, mobile phone calls, instant messenger services, circulating photos or video clips or posting comments on websites, blogs or in chat rooms.
- Personal blogs that refer to colleagues without their consent is also unacceptable.
- Employees who cyber-bully a colleague could also face criminal prosecution under various laws, including the Malicious Communications Act 1988 and may result in disciplinary action up to and including termination of contract.

Telephone Use

Cublington Nursery School provides its employees with access to the telephone for work-related purposes.

- The Nursery phone number can be given to family/friends for emergency contact solutions.
- However, if there is an *urgent* personal call that staff need to make, then they are able to use the setting's telephone or use their personal mobile, provided that this does not interfere with their work, to take up an unreasonable amount of time. Permission will need to be gained from the Manager/Deputy Manager.

(Please refer to our Mobile Phone Policy)

Monitoring

- Cublington Nursery School reserves the right, but not the duty, to monitor any and all aspects of its electronic resources.
- This includes: data, email and voice mail boxes and other employer provided electronic storage systems.
- The Nursery also reserves the right for business and security purposes to audit and monitor the information on all its systems, electronic mail, telephone and information stored on computer systems or media without advance notice.
- The Nursery also reserves the right to retrieve the contents of any employee communication in these systems.
- This process is in place to maintain the integrity of Cublington Nursery School's electronic systems, the rights of the other users and to ensure compliance with the Nursery's policies and obligations.

Legal Framework

- General Data Protection Regulations (2018)
- Malicious Communications Act 1988

CUBLINGTON NURSERY SCHOOL

Safeguarding and Welfare Requirement: Child Protection

1.8 Whistle Blowing

If workers bring information about a wrongdoing to the attention of their employers or a relevant organisation, they are protected in certain ways under the Public Interest Disclosure Act 1988. This is commonly referred to as 'blowing the whistle'. The law that protects whistle-blowers is for the public interest – so people are encouraged to speak out if they find malpractice in an organisation. Blowing the whistle is more formally known as 'making a disclosure in the public interest'.

The Public Interest Disclosure Act 1998 protects workers who 'blow the whistle' about wrongdoing. It applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- a criminal offence;
- the breach of a legal obligation;
- miscarriage of justice;
- danger to the health and safety of any individual;
- damage to the environment: or
- deliberate covering up of information tending to show any of the above.

Cublington Nursery School strongly supports measures which protect whistleblowers from any form of victimisation. We have a procedure to ensure that concerns are dealt with effectively and efficiently and will do all that they can to preserve the confidentiality of workers who raise such concerns.

Staff who genuinely believe that people they work with are behaving in a way that seems wrong or have a serious concern about an aspect of service will be doing their duty and acting in the public interest by speaking out.

How to raise a concern

The procedure seeks to encourage and enable individuals to disclose information through appropriate channels first, rather than going directly to an outside person or body. As a first step, concerns should normally be raised with the Manager. This depends, however, on the seriousness and sensitivity of the issues involved and who is suspected of any wrongdoing. Staff can raise concerns with Buckinghamshire Council and/or The Early Years and Childcare Service at Buckinghamshire Council.

Concerns may be raised verbally or in writing. Staff who wish to make a written report are advised to set out the background and history of the concern, giving names, dates and places, where possible, and the reasons for making the disclosure. This will make the investigation easier to complete.

Although a member of staff is not expected to prove beyond doubt the truth of the allegation, they will need to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur.

We will respond to any concerns raised. In order to protect a member of staff who raised a concern and those accused of wrong-doing, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns and allegations which fall within the scope of specific procedures (for example, conduct or discrimination issues) will normally be referred for consideration under these procedures. Some concerns may be resolved by agreed action without the need for investigation. If urgent action is required this will be taken before any investigation is conducted. Staff will be told how the Nursery proposes to deal with a concern within ten working days of the concern being brought to the Nursery's attention.

Confidentiality

All concerns will be treated with confidence and every effort will be made not to reveal a staff member's identity, if they so wish. However, while making all reasonable efforts to maintain the confidentiality of the matter as a whole, at a certain stage in the investigation it will be necessary to make the origin of the complaint known to the person or persons the allegations concern. All concerns raised within the remit of this procedure will be assessed to determine if the confidentiality extends to withholding the name of the complainant. There shall be a substantial reason for doing so, such as real risk of personal harm.

Untrue allegations

The Nursery accepts that deciding to report a concern can be very difficult and uncomfortable. If a member of staff makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him/her. If, however, a member of staff makes an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against them.