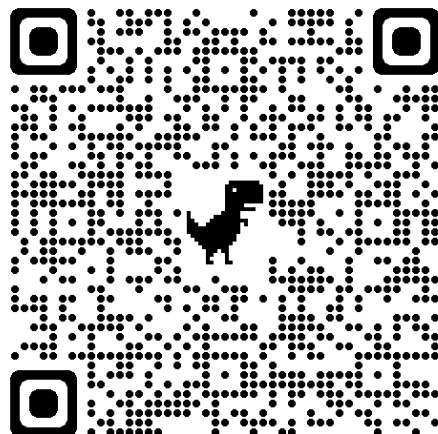




Safeguarding children,  
young people and vulnerable  
adults policy  
Booklet



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## 06 Safeguarding children, young people and vulnerable adults

- What is abuse
- Key Commitments
- Different types of abuse -
  - Contextual safeguarding,
  - Child Exploitation - child sexual exploitation, child criminal exploitation, County lines,
  - Fabricated or induced illness,
  - Faltering growth (Failure to thrive),
  - Child on child abuse,
  - Child Abuse linked to faith or belief.

### Contents

06.01	Responding to safeguarding or child protection concerns <ul style="list-style-type: none"> <li>- Safeguarding Roles,</li> <li>- Responding to marks or injuries observed,</li> <li>- Responding to the signs and symptoms of abuse,</li> <li>- Responding to a disclosure by a child,</li> <li>- Seeking consent from parents/carers to share information before making a referral for Early Help (Tier 2 or 3)</li> <li>- Informing parents when making a child protection referral (Tier 3 or 4)</li> <li>- Referring,</li> <li>- Further recording,</li> <li>- Reporting a serious child protection incident,</li> <li>- Professional disagreement/escalation process,</li> <li>- Whistleblowing,</li> <li>- Female genital mutilation (FGM),</li> <li>- Children and young people vulnerable to extremism or radicalisation,</li> <li>- Parental consent for radicalisation referrals,</li> <li>- Concerns about children affected by gang activity/serious youth violence,</li> <li>- Forced marriage/Honour based violence</li> </ul>
06.02	Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff

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	<ul style="list-style-type: none"> <li>- What is a low-level concern?</li> <li>- Responding to low-level concerns,</li> <li>- Identifying,</li> <li>- Informing,</li> <li>- Allegations against agency staff,</li> <li>- Allegations against the designated lead,</li> <li>- Recording,</li> <li>- Disclosure and Barring Service (DBS)</li> <li>- Escalating concerns,</li> </ul>
06.03	Whistleblowing
06.04	Visitor or intruder on the premises <ul style="list-style-type: none"> <li>- Visitors with legitimate business</li> <li>- Intruder</li> </ul>
06.05	Uncollected child <ul style="list-style-type: none"> <li>- In the building</li> <li>- Off-site (outing or walk)</li> </ul>
06.06	Missing child
06.07	Incapacitated parent
06.08	Death of a child on-site
06.09	Looked after children
06.10	E-safety <ul style="list-style-type: none"> <li>- Online safety</li> <li>- ICT Equipment</li> <li>- Children's use of ICT Equipment</li> <li>- Internet access</li> <li>- Mobile phones - children</li> <li>- Personal mobile phones - staff and visitors</li> <li>- Cameras, videos and other recording devices</li> </ul>

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	<ul style="list-style-type: none"> <li>- Cyber bullying</li> <li>- Use of social media</li> <li>- Monitoring</li> <li>- Copyright</li> </ul>
06.11	<p><b>Key person supervision</b></p> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Content</li> <li>- Recording</li> <li>- Checking continuing suitability</li> <li>- Exceptional Circumstances</li> </ul>

## **06. Safeguarding and promoting the welfare of children, young people, and vulnerable adults**

(Alongside associated in policies and procedures 06.01-06.11)

### **Designated safeguarding person/lead (DSL) is:**

Kayleigh C (Newlands)  
Rachel C (Redbridge)  
Diane B-H (Tanners Brook)  
Laura K (Spring Road)

### **If the Designated safeguarding lead (DSL) is unavailable, the deputy DSL is**

Katy R (Newlands)  
Abby L (Redbridge)  
Carly B (Tanners Brook)  
Paula T (Spring Road)

### **The Designated Safeguarding officers are:**

Sarah H (Area Manager)  
Louise S (Deputy Area Manager)  
Tiffany C (Chairperson) - chair@stickyfingersps.co.uk

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**“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.”** (*Keeping children safe in Education 2023 - page 6*)

## Our Aim

Sticky Fingers Pre-School aims to: create a culture of safeguarding children, young people and vulnerable adults to safeguard children who are suffering or likely to suffer significant harm.

We will do this by ensuring young people and vulnerable adult’s rights, to be ‘*strong, resilient and listened to*’ are recognised and the rights, wellbeing and safety of children are at the heart of all our activities and to give them the very best start in life. We encourage and work with families to build their understanding of, and commitment to, the welfare of all the children in our care.

Our safeguarding policy is based on the three key commitments of the Early Years Alliance Safeguarding children, young people and vulnerable adults policy (outlined below), and in line with Ofsted’s ‘Inspecting safeguarding in early years’ and working with the local safeguarding children’s board, Southampton Safeguarding Children Partnership (SSCP) within <https://hipsprocedures.org.uk/>

*NB: A ‘young person’ is defined as 16–19-year-old. In an early years setting, they may be a student, worker, or parent.*

*A ‘vulnerable adult’ (see guidance to the Care Act 2014) as: ‘a person aged 18 years or over, who is in receipt of or may need community care services by reason of ‘mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation’. In early years, this person may be a service user, parent of a service user, or a volunteer.*

## What is abuse?

Working Together to safeguard children 2023 defines abuse as “A form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

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

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forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.”

(Appendix A: Glossary, page 154)

When children are suffering from physical, sexual or emotional abuse, or experiencing Domestic abuse or 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.

Type of abuse, neglect or exploitation can come in many forms as you will see within this document. The Working together to Safeguard Children 2023 defines the following types of abuse:

**Physical Abuse** - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse** - The persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the

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exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual Abuse** - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education It may also include neglect

### Key commitment 1

**We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.**

Designated Safeguarding (Lead DSL)

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The designated lead reports to a 'designated officer' responsible for overseeing all child, young person or adult protection matters.

Our designated officers who oversee all settings are:

**Sarah H (Manager of Sticky Fingers) and Louise S (Deputy Manager) and Tiffany (Chairperson)**

We have designated people within each setting who lead for safeguarding and are responsible for carrying out these procedures. Our Designated Leads and Children Looked After officers (CLA) are our setting lead practitioners, we also have our setting deputies trained to support and cover this role in the lead's absence.

The Designated officers are responsible for:

- Dealing with any allegations made towards staff in an effective manner and recording and reporting this to the Southampton LADO and Ofsted.
  - Informing Ofsted of changes to the person who manages the setting, changes to the settings details and registration.
  - Reporting any serious accidents, injury, serious illness or death of a child in our care and any actions taken to Ofsted.
  - Supporting the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- w
- The 'designated lead' and the 'designated officer' ensure they have links with statutory and voluntary organisations regarding safeguarding children. They understand Southampton's Safeguarding Children Partnership.
  - The 'designated lead' and the 'designated officer' have full DSL training every 2 years with refresher training every other year and ensure that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
  - The 'designated lead' and the 'designated officer' ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters. Therefore we aim to create an environment in the pre-school which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
  - The 'designated lead' and the 'designated officer' ensure that staff are aware and receive training in social factors affecting children's vulnerability including;

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- social exclusion,
- domestic violence and controlling or coercive behaviour,
- mental illness,
- drug and alcohol abuse (substance misuse),
- parental learning disability,
- radicalisation,
- The 'designated lead' and the 'designated officer' ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
  - abuse of disabled children,
  - fabricated or induced illness,
  - child abuse linked to spirit possession,
  - sexually exploited children,
  - children who are trafficked and/or exploited,
  - female genital mutilation,
  - extra-familial abuse and threats,
  - children involved in violent offending, with gangs and county lines.
- The 'designated lead' and the 'designated officer' ensure they are adequately informed in vulnerable adult protection matters.
- All staff understand the principles of early help as defined in Working Together to Safeguard children 2023 and are able to identify those children and families who may be in need of early help and report these to the DSL.

### Key commitment 2

**We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (HMG 2015) and 'No Secrets (updated by the Care Act 2014) and Working Together to Safeguard Children 2023.**

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.

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- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting possible abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and Designated persons should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.
- There are procedures in place in relation to escalating concerns and professional challenge.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.
- We follow government and SSCP/HIPS guidance in relation to extremism.
- The procedures of the SSCP and HIPS must be followed.

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### Key commitment 3

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

- All staff receive adequate training in child protection matters to ensure that they can recognise the signs and signals of possible abuse including physical, emotional, sexual (including child sexual exploitation) and neglect and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the SSCP and HIPS.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- All staff are aware of the 'Trio of vulnerabilities/Trigger trio' (previously known as the toxic trio) agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic abuse, radicalisation, mental or physical illness and parent's learning disability.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage and introducing key elements of 'Keeping Children Safe in Education' into our programme to promote the personal, social and emotional development of all children, enabling them to grow to be *strong, resilient, and listened to* as well as understanding why and how they can keep themselves safe.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.

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### Different types of abuse

To support understanding of different types of abuse we have given some definitions and links for more information below.

### Contextual Safeguarding.

Starting from birth, children and young people are exposed to the influences of people around them. Initially this is their primary carer along with a small circle of family and trusted friends. Over time this then includes other children's parents, temporary (e.g. nursery, baby sitters, etc.), followed by school teachers and friends. Around the time that most children are leaving primary school and starting their secondary education this sphere widens again as they have access to the internet through mobile technology (with varying degrees of oversight), this cutting across traditional barriers that used to be dictated by who you were and where you lived<sup>1</sup>.

Contextual safeguarding is about considering the child and identifying who may be influencing them and the degree of influence.

### Child exploitation

*More information can be found on [NSPCC.org.uk](https://www.nspcc.org.uk)*

Child sexual exploitation is defined as:

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

**(Child Sexual Exploitation - Definition and a Guide for Practitioners, Local Leaders and Decision Makers (DfE, 2017))**

Child criminal exploitation is defined as:

"where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have

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<sup>1</sup> <https://gb.safeguarding.network/content/contextual-safeguarding/> August 2021

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been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology."

**Serious Violence Strategy (HM Government, 2018)**

County lines:

County Lines is a term used to describe Gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

**Serious Violence Strategy (HM Government, 2018)**

## **Fabricated or induced illness**

Fabricated or induced illness (FII)<sup>2</sup> is **a rare form of child abuse**. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

- The DfE describes 3 main (and not mutually exclusive) ways of the carer fabricating or inducing illness in a child:
  - Fabrication of signs and symptoms, including fabrication of past medical history;
  - Fabrication of signs and symptoms and falsification of documents / specimens e.g. hospital charts, records, letters, specimens of bodily fluids;
  - Induction of illness by a variety of means.
- Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.
- The child may additionally suffer emotional harm through limitations placed on her/his development and social interaction e.g. overprotection, limitation of exploration and learning, prevention from participation in normal social interaction.

## **Faltering growth (Failure to thrive)**

Growth has been used to measure babies and young children's health and wellbeing. Most children with faltering growth will be detected by primary healthcare professionals in early childhood.

[https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/#:~:text=Fabricated%20or%20induced%20illness%20\(FII,of%20illness%20in%20the%20child](https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/#:~:text=Fabricated%20or%20induced%20illness%20(FII,of%20illness%20in%20the%20child). August 2021

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Signs that can suggest faltering growth are;

- Child has not attained significant developmental milestones.
- The child is dehydrated.
- Child may seem listless or un-demanding.
- The child does not show an interest in their surroundings and is unresponsive to stimulation.
- Normal growth which is interrupted by a period of failing to gain weight or even weight loss.

It is important to rule out any organic cause such as a medical condition.

**Child on Child abuse** *View 09.10 Promoting Positive behaviour policy and 06.01 Responding to safeguarding or child protection concerns Page 15.*

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

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## **Child Abuse linked to faith or belief**

“Abuse linked to faith or belief is where concerns for a child’s welfare have been identified, and could be caused by, a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child. Any abuse that takes place against those who are branded (or labelled) either as a witch or as having been possessed by an evil spirit is unacceptable. Significant harm (including murder) can occur because of concerted efforts to ‘excise’ or ‘deliver’ evil from a child (or vulnerable adult).”  
**Metropolitan police (met.police.uk)**

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## 06. Safeguarding children, young people and vulnerable adults procedures

### 06.01 Responding to safeguarding or child protection concerns

#### **Designated safeguarding person/lead (DSL) is:**

Kayleigh C (Newlands)

Rachel C (Redbridge)

Diane B-H (Tanners Brook)

Laura K (Spring Road)

#### **If the Designated safeguarding lead (DSL) is unavailable, the deputy DSL is:**

Katy R (Newlands)

Abby L/Stacey W (Redbridge)

Carly B (Tanners Brook)

Paula T (Spring Road)

#### **The Designated Safeguarding officers are:**

Sarah H (Manager)

Louise S (Deputy Manager)

#### **Chairperson**

Tiffany - [chair@stickyfingersps.co.uk](mailto:chair@stickyfingersps.co.uk)

#### **Safeguarding roles**

- All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the designated person or a named back-up designated person.
- The manager and deputy are the designated lead and deputy designated lead, responsible for coordinating action taken by the setting to safeguard vulnerable children and adults.

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- All concerns about the welfare of children in the setting should be reported to the designated lead or the deputy designated lead.
- The designated lead ensures that all staff are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The setting should not operate without an identified designated lead/officer at any time.
- The line managers of the designated lead are the designated officers.
- The designated lead informs the designated officers about serious concerns as soon as they arise and agree the action to be taken, seeking further clarification if there are any doubts that the issue is safeguarding.
- If it is not possible to contact the designated officers, action to safeguard the child is taken first and the designated officers are informed later. If the designated officers are unavailable advice from children's services.
- We 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. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- 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.
- 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.
- Issues which may require notifying Ofsted are notified to the designated officers to make a decision regarding the notification. The designated lead must remain up to date with Ofsted reporting and notification requirements.

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- If there is an incident, which may require reporting to RIDDOR, the designated officers immediately seek guidance from the pre-school legal representatives. There continues to be a requirement that the designated officers follow legislative requirements in relation to reporting to RIDDOR. This is fully addressed in section *01 Health and Safety procedures*.
- All settings follow procedures of Southampton Children's Safeguarding Partnership (SSCP) and HIPS for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistle-blowing and escalation.

### Responding to marks or injuries observed

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer or their own observation on an 'outside the setting' form. They will also ask the child for their explanation of what happened every time and record this information. This form is then shared with the Designated Safeguarding Lead as soon as possible. This is signed by the parent/carer and stored in the child's personal file as well as being scanned on to CPOMS.
- The member of staff advises the designated lead as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the designated lead decides the course of action to be taken.
- If the mark or injury is noticed later in the day and the parent is not present, the child is asked for their explanation of what happened and an 'outside the setting' form is completed and raised with the designated person. This is then shared with the parent at the end of the session and their explanation is recorded on the form along with their signature.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated person decides the course of action required, taking into consideration any explanation given by the child. If this is a mark or injury to the head, the parent will be phoned for more information following our bumped head procedure. (see health, medical and first aid policy)

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- If the parent believes that the injury was caused at the setting this is still recorded on an accident record and an accurate record of the discussion is made on the form and on the child's personal file on CPOMS.

### Responding to the signs and symptoms of abuse (including child-on-child abuse)

- Concerns about the welfare of a child are discussed with the designated lead without delay.
- A written record is made of the concern as soon as possible.
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day.
- In an unlikely event that a child is brought to the setting with serious injuries, it would be appropriate to discuss this with the DSL or person in charge immediately who should telephone for an ambulance.
- Any concerns where a child has experienced child-on-child abuse in the setting would be subject to an investigation and reported to Ofsted.

### Responding to a disclosure by a child

When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.

The staff member:

- Listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying *'tell me more about that'* or *'show me again'*. They will use the 4 W's -
  - "what happened?,"
  - "when did it happen?"
  - "Where did it happen?"
  - "Who was there?"
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the staff member will ask the child how it happened.
- After the initial disclosure, they do not further question or attempt to interview a child. An accurate written record is completed of the disclosure that includes:
  - Child's name,
  - The date and time of the observation or the disclosure,
  - The exact words spoken or noises made by the child,

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- The names of any other person present at the time,
- If marks or injuries are observed, these are recorded on a body diagram.
- The Designated Safeguarding Lead is informed as soon as possible,
- These records are signed and dated and kept in our child protection file which is kept securely and confidentially, information will also be added to CPOMS.

### **Decision making (all categories of abuse)**

- The designated person makes a professional judgement about referring to other agencies, including Social Care using the Southampton Children's Safeguarding Partnership (SSCP) threshold document:
  - Level 1: Child's needs are being met. Universal support.
  - Level 2: Universal Plus. Additional professional support is needed to meet child's needs.
  - Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
  - Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff are alert to indicators that a family may benefit from early help services and should discuss this with the designated lead, also recording information on CPOMS if they have not already done so.
- Parents and carers can gain additional support and advice from;
  - Samaritans: [www.samaritians.org](http://www.samaritians.org), Call: 116 123
  - The national association for people abused in childhood: [www.napac.org.uk](http://www.napac.org.uk), 0808 801 0331
  - NSPCC Helpline: 0808 800 5000 Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Seeking consent from parents/carers to share information before making a referral for early help (Tier 2 or 3\*)**

Parents are made aware of the setting's Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the designated person must always seek consent from the child's parents to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to override a parental decision to withhold consent.

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- If a parent withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

*\*Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.*

### **Informing parents when making a child protection referral (Tier 3 or 4\*\*)**

In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the designated lead contacts the parents (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent puts another person at risk; situations where one parent may be at risk of harm, e.g. abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made

The designated lead makes a professional judgement regarding whether consent (from a parent) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the designated officer.

**\*\*Tier 4: Children in acute need, who are suffering or are likely to suffer significant harm. Referring**

- The designated lead or deputy follows the Southampton Children's Safeguarding Partnership (SSCP) procedures for making a referral.
- If the designated lead or their deputy is not on site, the Designated Safeguarding Officer takes responsibility for making the referral to social care.

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- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.
- If the child is 'safe' because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting's designated officer for support.

### Further recording

- Information is recorded on CPOMS including information following discussions with parents and any further discussion with social care is recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- If a referral was made, copies of all documents are kept and stored securely and confidentially and added to CPOMS.
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- Follow up phone calls to or from social care are recorded with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date on CPOMS to allow continuity of support during closures or holiday periods.

### Reporting a serious child protection incident

The designated lead is responsible for reporting to the designated officer and seeking advice if required prior to making a referral as described above. All reports will be logged on CPOMS and further information will be added when updates are received until the issue is concluded.

### Professional disagreement/escalation process

- If an educator disagrees with a decision made by the designated lead not to make a referral to social care they must initially discuss and try to resolve it with them.
- If the disagreement cannot be resolved with the designated lead and the educator continues to feel a safeguarding referral is required then they discuss this with the designated officer.
- If issues cannot be resolved the whistle-blowing policy should be used. (see 06.03 *Whistleblowing*)
- Supervision sessions are also used to discuss concerns but this must not delay making safeguarding referrals.

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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 Southampton Children's safeguarding partnership's escalation process.

### Female genital mutilation (FGM)

FGM is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Educators should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated leads should contact the police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSCB guidance must be followed in relation to FGM, and the designated lead is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday

### Further guidance

NSPCC 24-hour FGM helpline: 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

Government help and advice: [www.gov.uk/female-genital-mutilation](http://www.gov.uk/female-genital-mutilation)

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### **Children and young people vulnerable to extremism or radicalisation**

Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP's have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The designated person is required to familiarise themselves with LSP procedures, as well as online guidance including:
  - Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism  
[www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance](http://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance)
  - Prevent Strategy (HMG 2011) [www.gov.uk/government/publications/prevent-strategy-2011](http://www.gov.uk/government/publications/prevent-strategy-2011)
- The prevent duty: for schools and childcare providers  
[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)
- The designated person should follow LSP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The designated person must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team or the Channel panel, as appropriate.
- The designated person should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The designated person also ensures that all staff complete *The Prevent Duty in an Early Years Environment* and *Understanding Children's Rights and Equality and Inclusion in Early Years Settings* online EduCare courses.
- If available in the area, the designated person should complete WRAP (or equivalent) training and support staff to access the training as offered by local authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.
- The designated person should understand the perceived terrorism risks in relation to the area that they deliver services in.

### **Parental consent for radicalisation referrals**

LSP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their

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parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. Designated persons should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hotline 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

### **Concerns about children affected by gang activity/serious youth violence**

Educators should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. Designated persons should be familiar with their LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

Where there is a concern, we would complete a Community Partnership Information form to provide soft information to the police. This form can also be completed anonymously by members of the community. <https://www.safe4me.co.uk/portfolio/sharing-information/>

### **Forced marriage/Honour based violence**

Forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage (whether or not the forced marriage takes place) became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both

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children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that educators ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)

### Further guidance

[Accident Record](#) (Early Years Alliance 2019)

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINA](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINA)

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.02 Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff

Concerns may come from a parent, child, colleague or member of the public. Allegations or concerns must be referred to the designated person without delay - even if the person making the allegation later withdraws it.

#### What is a low-level concern?

The NSPCC and Keeping Children Safe in Education 2024, Part 4 - Section 2 defines a low-level concern as the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- *is inconsistent with the staff code of conduct, including inappropriate conduct outside of work*
- *doesn't meet the threshold of harm or is not considered serious enough...to refer to the local authority.*

*Low-level concerns are part of a spectrum of behaviour. This includes:*

- *inadvertent or thoughtless behaviour*
- *behaviour that might be considered inappropriate depending on the circumstances*
- *behaviour which is intended to enable abuse*

*Examples of such behaviour could include:*

- *being over friendly with children*
- *having favourites*
- *adults taking photographs of children on their mobile phone*
- *engaging with a child on a one-to-one basis in a secluded area or behind a closed door*
- *using inappropriate sexualised, intimidating or offensive language'*

(NSPCC [Responding to low-level concerns about adults working in education](#))

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## Responding to low-level concerns

Any low-level concerns about the conduct of staff, students or volunteers must be shared with the designated lead and recorded on CPOMS. The designated lead should be informed of all low-level concerns and raise these with the Designated Officer where together they will make the final decision on how to respond.

Reporting low-level concerns about the conduct of a colleague, student or volunteer contributes towards a safeguarding culture of openness and trust. It helps ensure that adults consistently model the setting's values and helps keep children safe. It protects adults working in the setting from potential false allegations or misunderstandings.

If it is not clear that a low-level concern meets the local authority threshold, the designated lead should contact the LADO for clarification.

In most instances, low-level concerns about staff conduct can be addressed through supervision, training, or disciplinary processes where an internal investigation may take place.

## Identifying

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

We ensure that all parents/staff know how to complain about the behaviour or actions of staff or volunteers within the setting, which may include an allegation of abuse.

## Informing

- All staff report allegations to the designated lead.
- The designated lead alerts the designated officer. If the designated officer is unavailable the designated person contacts their equivalent until they get a response- which should be within 3-4 hours of the event. Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the setting, and what is acceptable in terms of fact-finding.
- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to have an understanding of what explicitly is being alleged.

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- The designated lead must take steps to ensure the immediate safety of children, parents, and staff on that day within the setting.
- The Local Authority Designated Officer (LADO) is contacted as soon as possible and within one working day. If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.
- It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
- A child protection referral is made by the designated lead if required. The LADO, Designated officers and SSCP can advise on whether a child protection referral is required.
- The designated lead asks for clarification from the LADO on the following areas:
  - what actions the designated lead must take next and when and how the parents of the child are informed of the allegation
  - whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so who will inform them
  - whether the LADO is happy for the setting to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed
  - whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the designated person has taken to ensure the safety of the children and staff attending the setting
- The designated lead records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.
- Parents are not normally informed until discussion with the LADO has taken place, however in some circumstances the designated lead may need to advise parents of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process.
- If after discussion with the designated lead, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.

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- If notification to Ofsted is required, the designated lead will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The designated lead will liaise with the designated officer about notifying Ofsted.
- The designated lead ensures that all of the information is recorded on CPOMS.
- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The designated person must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents and staff are coming and going and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.

### **Allegations against agency staff**

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the designated person must contact the agency following advice from the LADO.

### **Allegations against the designated lead**

- If a member of staff has concerns that the designated lead has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to one of the designated officers who will investigate further.
- During the investigation, the designated officer will identify another suitably experienced person to take on the role of designated lead.
- If an allegation is made against the designated officer, then the trustees are informed.

### **Recording**

- A record is made of an allegation/concern, along with supporting information, on CPOMS. This is also entered on the file of the child.
- If the allegation refers to more than one child, this is recorded in each child's file
- If relevant, a child protection referral is made, with details held on the child's file.

### **Disclosure and Barring Service (DBS)**

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

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- 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.

### Escalating concerns

- If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the designated lead.
- If after discussions with the designated lead, they still believe that appropriate action to protect children has not been taken they must speak to the designated officer.
- If there are still concerns then the whistle blowing procedure must be followed as set out in *06.03 Whistleblowing*.

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.03 Whistleblowing

This policy applies to all those involved with the early years setting, including employees, authorised visitors or work experience students, who should be aware of the importance of preventing and eliminating wrongdoing. We encourage all individuals to be mindful of and report any concerns that they may have about the illegal, inappropriate or unethical conduct of others in the early years setting or the way in which the early years setting is run.

Employees and workers who make public disclosures, generally about wrong doings in the workplace, are commonly referred to as “whistle-blowers”.

Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure.

The whistle blowing procedure must be followed in the first instance if:

- Abuse of a child or vulnerable person,
- A child, parent, employee or volunteer being put at risk of harm,
- Unsafe working practices or the health and safety of any individual has been, is being or is likely to be endangered,
- A person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements,
- a criminal offence has been committed, is being committed or is likely to be committed,
- The use of unsafe equipment,
- the working environment has been, is being or is likely to be damaged;
- A miscarriage of justice, is occurring or likely to occur,
- Falsification of financial records,
- Bribery and/or corruption which has taken or is about to take place.

An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to

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remain silent. In this event you should report the matter to the Manager or Chair person.

Any concerns should be reported as quickly as possible. There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with the lead practitioner/Designated Lead.
2. Staff who are unable to raise the issue with the lead practitioner/Designated Lead should raise the issue with the pre-school manager/Designated Officer.
3. If staff are still concerned after the investigation, or the matter is so serious that they cannot discuss it with the pre-school manager/Designated officer, they should raise the matter with the Chairperson.

**If an employee, volunteer or family member feels the matter cannot be discussed at the Pre-school then you can contact the Pre-school lead Practitioner or Manager via the telephone or email address.**

### **Anonymous allegations**

This policy encourages you to put your name to your allegation. Concerns expressed anonymously are less powerful, but they will be considered against the following criteria:

- The seriousness of the issues raised
- The likelihood of confirming the allegation from attributable sources
- The Pre-school's best interests
- The protection of the Pre-school's assets

You should also bear in mind if you do wish to raise a concern anonymously; it would be more difficult for the matter to be investigated and for you to be provided with feedback.

### **What happens next?**

- The Designated lead/Designated Officer/Chairperson will follow the procedures set out in

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**06.02 Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff** and the Local Authority Designated Officer (LADO) must be notified of the allegation within 24 hours.

- All employees are legally protected if they make a qualifying disclosure relating to any of the above points.
- Victimisation of an individual for raising a qualifying disclosure (something that it is in the public interest to disclose) will be a disciplinary offence.
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation, if you request it, will be reported back to you.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- If misconduct is discovered as a result of any investigation under this procedure, the early years setting disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a malicious, vexatious, or false allegation, this will be considered to be a disciplinary offence and disciplinary action will be taken against you.

Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, then you can refer to the complaints procedure or Ofsted.

The NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded.

**It is not intended that this policy be a substitute for, or an alternative to the settings formal complaints procedure. It is designed to nurture a culture of openness and transparency within the setting, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.**

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.04 Visitor or intruder on the premises

The safety and security of the premises is maintained at all times and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

**Visitors with legitimate business** (*also see our working in partnership with other agencies policy*) - generally a visitor will have made a prior appointment

- On arrival, they are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

#### **Intruder**

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business in the setting will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstances this could lead to 'lock-down' of the setting

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and will be managed by the responding emergency service (see procedure 01.21 Terrorist threat/attack and lock-down).

- The designated person informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the designated lead and managers (designated officers) will follow advice from the police and complete 06.1c Confidential safeguarding incident report form before informing the chairperson on the day of the incident. The trustees/managers (designated officers) ensure a robust organisational response and ensure that learning is shared. Ofsted may also be informed.

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.05 Uncollected child

Parents are asked to provide the following specific information when their child enrolls at the 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,
- Names, addresses, telephone numbers and the relationship to the child of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child,
- A password for communications with the setting.

On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us details of the name and a description of the person of the person collecting. The parent will give this person a password that is different to the password that they chose when registering their child, and agree this with the setting. This information will also be logged on CPOMS.

If a child is not collected by closing time, or the end of the session and there has been no contact from the parent, or there are concerns about the child's welfare then this procedure is followed.

- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- The designated lead is informed of the uncollected child as soon as possible and attempts to contact the parents by phone.

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- If the parents cannot be contacted, the designated lead uses the emergency contacts to inform a known carer of the situation and arrange collection of the child.
- 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, or by another person specified by social care.
- We ensure that the child is not anxious, staff will distract the child through play and we do not discuss our concerns in front of them.
- After one hour, the designated lead contacts the local social care out-of-hours duty officer if the parents or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents. 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.
- The designated lead should arrange for the collection of the child by social care. Where appropriate the designated lead should also notify police.
- Members of staff do not:
  - Go off the premises to look for the parents,
  - Leave the premises to take the child home or to a carer,
  - Offer to take the child home with them to care for them in their own home until contact with the parent is made.

Following the child being collected from the setting:

- Staff make a record of the incident on CPOMS. A record of conversations with parents should be made, staff members present and time logs, along with the actions taken including if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.

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- If there are recurring incidents of late collection, a meeting is arranged with the parents to agree a plan to improve time-keeping and identify any further support that may be required. Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.06 Missing child

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.

#### In the building

- As soon as it is noticed that a child is missing, the member of staff informs the setting manager/designated lead who initiates a search within the setting.
- Another staff member will call all of the other children to the carpet area and the register is checked to ensure that no other child/children have gone astray.
- If the child is found on-site, the designated lead checks on the welfare of the child and investigates the circumstances of the incident.
- If the child is not found on site, the lead practitioner will nominate one member of staff to search the immediate vicinity. . If there is no sign of the child, the Lead Practitioner talks to our staff to find out when and where the child was last seen and the police are called immediately. A recent photo and a note of what the child is wearing is given to the police.
- The parents are then called and informed.
- The designated lead contacts their designated officer, to inform them of the situation and seek assistance.

#### Off-site (outing or walk)

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 senior staff present carries out a headcount.
- One member of staff searches the immediate vicinity.

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- Our staff keep calm and do not let the other children become anxious or worried.
- If the child is not found, the senior staff member calls the police and reports the child missing then contacts the designated lead. A recent photo and a description of what the child is wearing is given to the police.
- The designated lead informs the parents.
- Members of staff return the children to the setting as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- The designated person contacts the designated officer, who attends the setting.

### **The investigation**

- Ofsted are informed as soon as possible (and at least within 14 days).
- The designated officer carries out a full investigation.
- The designated lead and the designated officer speak with the parents together and explain the process of the investigation
- Each member of staff present during the incident writes a full report as part of the investigation.
- Staff do not discuss any missing child incident with the press.
- If the incident warrants a police investigation, all our staff cooperate 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.
- 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 Lead Practitioner ensures that any staff under investigation are not only fairly treated but receive support while feeling vulnerable.

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- 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 staff one of whom is our manager and the other should be another representative of the management 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 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 Managers will use their discretion to decide what action to take.

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.07 Incapacitated parent

Incapacitated refers to a condition which renders a parent unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs
- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

#### Informing

- If a member of staff is concerned that a parent displays any of the above characteristics, they inform the designated lead as soon as possible.
- The designated lead assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on CPOMS.
- If intervention is required, the designated lead speaks to the parent in an appropriate, confidential manner.
- The designated lead will, in agreement with the parent, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the designated lead and of the setting's requirement to inform social care of their contact details.
- The designated officers are informed of the situation as soon as possible and they provide advice and assistance as appropriate.
- If there is no one suitable to collect the child, social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from the setting while incapacitated the police are called immediately and a referral is made to social care.

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## Recording

- The designated lead records the incident on CPOMS including whether social care or the police were contacted and advice given. Further updates/notes/conversations/telephone calls are recorded.

## 06 Safeguarding children, young people and vulnerable adults procedures

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.08 Death of a child on-site

#### Identifying

- If it is suspected that a child has died in the setting, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

#### Informing

- The designated lead ensures emergency services have been contacted; ambulance and police.
- The parents are contacted and asked to come to the setting immediately, informing them that there has been an incident involving their child and that an ambulance has been called; asking them to come straight to the setting or hospital as appropriate.
- The designated lead calls the designated officer and informs them of what has happened.
- The trustees/managers (designated officers) are contacted and 06.1c Confidential safeguarding incident report form prepared by the designated person and designated officer.
- A member of staff is delegated to phone all parents to collect their children. The reason given must be agreed by the designated officer and the information given should be the same to each parent.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

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## Responding

- The trustees/managers (designated officers) will decide how the death is investigated within the organisation after taking advice from relevant agencies. We would also contact our legal body for advice.
- The trustees/managers (designated officers) will coordinate support for staff and children to ensure their mental health and well-being.

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.09 Looked after children

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.

**The Designated Safeguarding Lead (DSL) and Children Looked After and Education Achievement officer (CLA) is:**

Kayleigh C (Newlands)

Rachel C (Redbridge)

Diane B-H (Tanners Brook)

Laura K (Spring Road)

#### **Identification.**

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives. This term is never used to categorise a child as standing out from others.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority.

Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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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.

Every Looked After Child must have a Care Plan which is completed and updated by their allocated social worker. The Care Plan must be prepared prior to a child's first placement, or, if it is not practicable to do so, within 10 working days of the first placement. The setting will then follow the care plan to provide a consistent approach to supporting the child.

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.

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## Services provided to Looked After Children

### All children 2-5 years

- 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 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.
- 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 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.

### Two-year-olds

- Places will be offered to two-year-old children who are looked after; where the placement in the setting will normally last a minimum of three months. In such cases, the child should have been with the carer for at least two months and show signs of having formed a secure attachment to the carer, to enable them to cope with further separation, a new environment and new expectations made upon them and in order to get the most out of educational opportunities in the setting.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

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### Three- and four-year-olds

- Places will be offered for funded three- and four-year -olds who are looked after; where the placement in the setting will normally last a minimum of six weeks. 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 to enable them to cope with further separation, a new environment and new expectations made upon them and in order to get the most out of educational opportunities in the setting
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

### **Additional Support**

- The designated lead and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the setting at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- This plan is reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Regular contact will be maintained with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.10 E-safety (including computers and all electronic devices with internet capacity)

This policy should be read alongside Sticky Fingers Pre-school's policies and procedures on child protection and safeguarding - [06 Safeguarding children, young people and vulnerable adults policy booklet](#).

#### The purpose of this policy statement is to:

- Ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- Provide staff and volunteers with the overarching principles that guide our approach to online safety
- Ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

The policy statement applies to all staff, volunteers, children and young people and anyone involved in Sticky Fingers Preschool activities.

#### Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks.

The issues are:

**Content (what they may see)** - being exposed to illegal, inappropriate or harmful material

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Inappropriate images and videos can be stumbled upon by accident by search function or voice control. This can be intimidating, frightening, and harmful. Without proper security and privacy settings, personal information could be revealed as well as accidental spending on games or other purchases.

**Contact (who might communicate with them)** – being subjected to harmful online interaction with other users

Children can be coerced and abused online by strangers as well as people they know, especially in games or chat apps, including video contact. This can range from bullying, unkind words and behaviour, exposure to inappropriate content, control and manipulation, through to the worst forms of abuse.

**Conduct (how they might behave)** – online behaviour that increases the likelihood of, or causes, harm

Early years children, in particular, are vulnerable due to a natural curiosity around their own and others' body parts and are the easiest to manipulate and coerce as they do not have the developed boundaries of older children. They may exhibit unhealthy attachments to screens, use inappropriate language and terminology and form inappropriate friendships with people online who they truly believe are friends. If privacy settings are not at the highest possible, they can inadvertently share personal information, images taken of themselves or held on the device, and/or financial information and purchases.

**Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff. If you feel you or someone you know is at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

#### **We believe that:**

- Children and young people should never experience abuse of any kind,
- Children should be able to use the internet for educational and personal development, but safeguards need to be put in place to ensure they are kept safe at all times.

#### **We recognise that:**

- The online world provides everyone with many opportunities; however it can also present risks and challenges

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- We have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- We have a responsibility to help keep children and young people safe online, whether or not they are using Sticky Fingers Pre-school's network and devices
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

**We will seek to keep children and young people safe by:**

- Recognising an online safety coordinator in each setting. The Lead Practitioner (DSL) will hold the lead responsibility for online safety within their safeguarding role.
  - Kayleigh C (Newlands)
  - Rachel C (Redbridge)
  - Diane B-H (Tanners Brook)
  - Laura K (Spring Road)

This is overseen by Sarah H (Area Manager) and Louise S (Deputy Area Manager)

- Providing clear and specific directions to staff and volunteers on how to behave online, as detailed in this policy
- All staff will complete Online Safety training as required, in addition to Safeguarding and Child Protection training
- In addition to Safeguarding, Online Safety is on the agenda for every staff meeting to provide staff with half termly updates, where required, to ensure that we keep up to date with global online trends and issues
- Supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others

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- Supporting and encouraging parents and carers to do what they can to keep their children safe online
- Developing an online safety agreement for use with children and their parents or carers to ensure that they are kept safe online at home as well as at pre-school
- We will share regular online safety advice updates with our families on Tapestry, our social media pages and our website
- Developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person
- Reviewing and updating the security of our information systems regularly
- Ensuring that usernames, logins, email accounts and passwords are used effectively
- Ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- Ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- Providing supervision, support and training for staff and volunteers about online safety
- Examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

### **I.C.T Equipment**

- The setting manager ensures that all computers have up-to-date virus protection installed.
- The settings Laptops and tablets are password protected.
- Tablets are only used for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys or their participation in events. Parents sign a consent form and have access to records holding visual images of their child.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents during the child's induction meeting and informed of this policy.
- Tablets remain on the premises and are stored securely at all times when not in use.

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- Staff follow the additional guidance provided with the system.
- Employees are not permitted to load any software onto the Pre-School's computer system without Management's prior permission.
- Employees are not permitted to play computer games in Pre-School time or on Pre-School terminals or laptops.
- When management takes their laptop off site, they must remember the confidentiality and data protection policies. They must not use it in a public space or use an unsafe public web browser to prevent any breaches.

### **Children's use of ICT equipment**

- Where possible the setting will have a camera designated for children's use. The camera is used to support children's learning and development. An adult will teach the children how to use it appropriately. Photos that the child takes will be added to Tapestry and the child's explanation of the photo written with it. Adults will not assume what the child has taken a picture of.
- The children's camera will only be available for use during the session and will be locked away at the end of each day. It will not be taken home by any family.
- Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week, and the images deleted from the camera's memory card.
- The children have access to electronic toys to record themselves to support communication. These are supervised and monitored by the staff. These toys never leave the setting and the recordings are deleted after play.

### **Internet access**

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- We would only use video sharing sites such as YouTube for learning purposes with adult supervision at all times. The content is vetted by a staff member before showing the children.
- Children are taught the following stay safe principles in an age appropriate way:

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- only go online with a grown up
- be kind online **and** 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
- If I get stuck or lost on the internet, I will ask for help
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- If a second-hand computer is purchased or donated to the setting, the Lead Practitioner will ensure that no inappropriate material is stored on it before children use it.
- 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).
- 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).

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

- Staff have a duty to use the internet responsibly. Employees must not access or display any sites or pages that are sexually explicit or offensive. If an employee receives information from, or accesses any such site unintentionally, the computer must be closed down or disconnected from the network and Management must be informed immediately.
- Staff may not use the setting's IT equipment for personal use during working hours, unless authorisation is sought in advance.
- Staff are allocated a work email address when employment commences however this is not to be distributed to parents. All communications from parents should be through the setting email address. Communication should be well structured and professional, just as if a letter was being sent.

## Mobile phones – children

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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 the secure office until the parent collects them at the end of the session.

### **Personal mobile phones – staff and visitors** (includes internet enabled devices)

- Each setting has a work mobile phone that has no camera and is not a smart phone.
- Personal mobile phones and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g, staff room or office. The setting manager completes a risk assessment for where they can be used safely.
- Personal mobile phones are switched off and stored in lockers or a locked office drawer.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- It is the responsibility of individual staff to ensure that the Lead Practitioner of the setting has up to date contact information for next of kin in case of emergency.
- Staff do not take their mobile phones on local outings. For large scale outings that include parents, this would be risk assessed.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.
- All visitors sign in our visitor book and then they are asked to store their belongings in the settings office and to check and empty pockets if necessary. No items that could cause harm to our children enter the room.
- Smart watches or other recording devices are not to be worn by staff, students, visitors or

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parents in the setting.

### **Cameras, videos and other recording devices**

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
- With parental permission children's photos are uploaded to their online learning journal (Tapestry) to record their development. Only those with permission and an allocated password can access a child's learning journal.
- All staff are responsible for the location of the cameras. Cameras must be locked away at the end each day.
- Under no circumstances must cameras of any kind be taken into the bathrooms.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.
- Images taken must be deemed suitable and must never put the child/children in any compromising positions that could cause embarrassment or distress or harm.
- Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week, and the images deleted from the camera's memory card.
- Key persons are not permitted to make any extra copies of photographs without management permission.
- Under no circumstances will the pre-school camera be used by students, volunteers or visitors.

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- The Lead Practitioner reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it.
- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online.
- In the event of a concern that a colleague or other person is behaving inappropriately, staff advise the designated safeguarding lead who follows procedure **06.2 Allegations against staff, volunteers or agency staff.**

## **Cyber Bullying**

We are committed to ensuring that all of our employees are treated with dignity and respect at work. Bullying and harassment of any kind will not be tolerated in the workplace. We provide clear guidance on how bullying and harassment can be recognised. Cyber-bullying methods could include using text messages, mobile phone calls, instant messenger services, by circulating photos or video clips or by posting comments on web sites, 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.

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as:

NSPCC Tel: 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

## **Use of social media**

Sticky Fingers preschool ensures that all staff understand the recommendations and requirements for the use of social media by our employees. In doing so, the preschool seeks to achieve an appropriate balance in the use of social networks by staff as private individuals, but also as employees and educators, with professional reputations and careers to maintain, and contractual and legislative requirements to adhere to.

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Whilst the preschool does not wish to discourage staff from using such sites on the internet in their personal time, it does expect certain standards of conduct to be observed in order to protect the preschool and its reputation, and also to protect staff from the dangers of inappropriate use.

- When referring to social media sites we include (but is **NOT** limited to) the following specific technologies:
  - Facebook
  - Twitter
  - Instagram
  - Snapchat
  - Tiktok
  - Personal Websites
- The use of social networking sites during working time or on Pre-School terminals or laptops is not permitted and is a breach of Pre-School rules. The only exception to this is for the Manager to update the pre-school's social media for parents and carers. This will not contain personal information.
- The setting will inform parents of all policies and why we must follow them during our first meeting. Policies will also be shared on the website.

#### **Staff are expected to:**

- Ensure that they are familiar with the recommendations and regulations around the use of social media and comply with policies and procedures around E-safety to protect themselves, our children and their families
- Understand how to manage their security and privacy settings to ensure that their information is only available to people they choose to share information with
- Ensure the organisation is not negatively affected by their actions or discussed in a derogatory manner and do not name the setting
- Are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting

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- Are aware that image and statements made on social media may still be accessed by others and a permanent record of them made, for example, by taking a screenshot of the image with a mobile phone
- Observe confidentiality and refrain from discussing any issues relating to work
- To never discuss families who use the setting – past or present – and to never use names. This includes posting information which could lead to a family being identified via social media.
- Not share information they would not want children, parents or colleagues to view
- You must not have any parents, children, or management committee who are not an immediate family member or employed by Sticky Fingers Pre-school, or have an involvement with any of the four settings as your friends, followers or members of your social networking site. This is a breach of professional conduct.
- Not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the setting. In this case, you must delete them from social media for the duration that they are involved with the pre-school.
- Under no circumstance to ever contact families regarding the Pre-School – past or present – by the powers of social media. This includes being contacted by parents first. Should you be contacted by a parent / carer via any other social site please inform management as soon as possible and do not respond to the message.
- Report any concerns or breaches to the designated safeguarding lead in their setting
- Any long-term student placements or regular volunteers need to be aware that the information in this policy also applies with regard to what is put on social networking sites regarding the pre-school.

### **If online abuse occurs, we will respond to it by:**

- Having clear and robust safeguarding procedures in place for responding to abuse (including online abuse) - see *06.01 Responding to safeguarding or child protection concerns & 06.02 Low level concerns and allegations of serious harm or abuse against staff, volunteers or agency staff*

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- Providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying or cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- Making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- Reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

## **Monitoring**

Sticky Fingers Pre-school reserves the right, but not the duty, to monitor all aspects of its electronic resources. This includes data, email and voicemail boxes, and other employer provided electronic storage systems. We reserve the right, for business and security purposes, to audit and monitor the information on all systems, electronic mail, telephone, and information stored on computer systems or media, without notice. We also reserve the right to retrieve the contents of any employee communication in these systems. This process is in place to maintain the integrity of Sticky Fingers Pre-School's electronic systems, the rights of the other users, and to ensure compliance with the early years settings policies and obligations. If you are unsure about whether something you propose to do might be in breach of this policy, then seek advice from your lead practitioner.

## **Copyright**

Under the provision of the Copyright, Designs and Patents Act (1988), the copyright of any material (whether written, graphic or in any other medium) which is created by you during your employment with the early years setting, is the property of Sticky Fingers Pre-school.

## **Further information**

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. Summaries of the key legislation and guidance are available on:

- online abuse - <https://learning.nspcc.org.uk/online-safety/preventing-online-abuse-and-harm>
- bullying & cyberbullying -

<https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying-cyberbullying>

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- child protection - <https://learning.nspcc.org.uk/child-protection-system/england>

### **Additional Resources**

Swiggle is a search engine designed to provide a safer environment for kids taking their first steps on the road to safe online searching. - <https://swiggle.org.uk/>

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## 06 Safeguarding children, young people and vulnerable adults procedures

### 06.11 Key person supervision

Staff taking on the role of key person must have supervision meetings in line with this procedure.

#### Structure

- Supervision meetings are held every half term for key persons.
- Key persons are supervised by the setting manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task
- Key persons should prepare for supervision by having the relevant information to hand.

#### Content

The child focused element of supervision meetings must include discussion about:

- the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. *Safeguarding concerns must always reported to the designated person immediately and not delayed until a scheduled supervision meeting*
  - reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
  - promoting the interests of children.
  - coaching to improve professional effectiveness based on a review of observed practice/teaching
  - reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff.
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
  - Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer.

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## Recording

- Key person supervision discussions are recorded on the staff members personal file on CPOMS and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on the child's file on CPOMS. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file.

## Checking continuing suitability

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children, including any changes in relation to their household members. This only needs to be recorded on the supervision meeting record.
- Regarding the position for students on placement, there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Managers must review this regularly.

## Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the lead practitioner is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

## Further guidance

Recruiting Early Years Staff (Pre-school Learning Alliance 2016)

People Management in the Early Years (Pre-school Learning Alliance 2016)

Amended: July 2024

Chair or Manager on behalf of Sticky  
Fingers:

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