

Wigmore Church and Community Under Fives Pre-School

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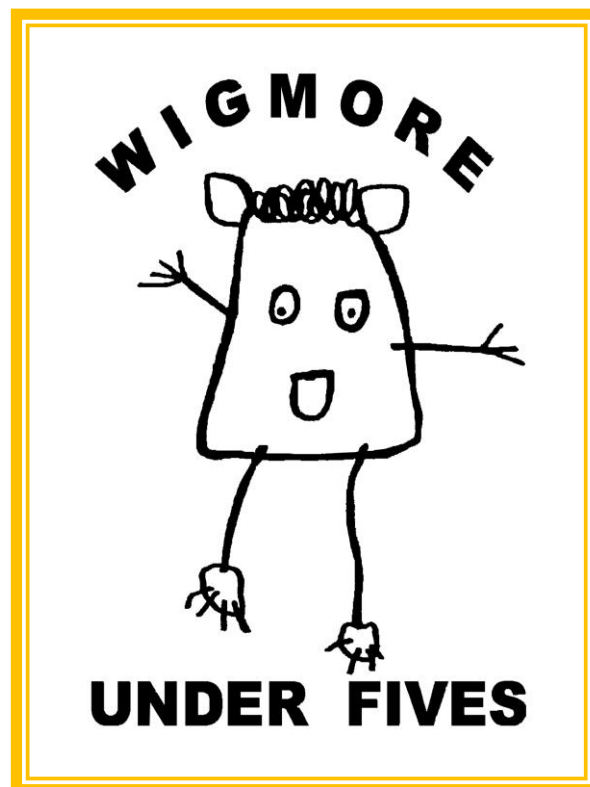


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Registered Charity Number: 1000430



Policies and Procedures September 2020

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Introduction

EYFS

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early year's settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the *areas of learning and development* which must shape activities and experiences (*educational programmes*) for children in all early year's settings;
- the *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- *assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

At Wigmore Church and Community Under Fives Pre-school we strive to provide high quality childcare and enriching learning experiences. Policies and procedures are essential to help us achieve this and also to ensure we remain compliant with all aspects of the Early Years Foundation Stage (EYFS) and any relevant and governing legislation and requirements. Our policies and procedures also explain to staff and parents the type of childcare we offer and what actions we take in practice to achieve this.

They are shared with all staff, parents and volunteers and are subject to ongoing review and amendment where necessary. We always welcome input regarding our policies and/or any amendments or improvements that can be made to our working practices.

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1.1 Children's Rights and Entitlements

We are committed to ensuring all children have equal rights to protection. We promote children's rights to be *strong, resilient, and listened to* by:

- creating an environment that encourages children to develop a positive self-image which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions, and home background
- encouraging children to develop a sense of autonomy and independence
- enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches
- helping children to establish and sustain satisfying relationships with their families, peers, and other adults
- working with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

To be **strong** means to be:

- secure in their foremost attachment relationships where they are loved and cared for by at least one person who is able to offer consistent, positive, and unconditional regard and who can be relied on
- safe, valued and self-assured as individuals in their families and in relationships beyond the family, such as day care or school, forming a positive sense of themselves including all aspects of their identity and heritage and be included equally and belong in early years settings and in community life
- confident in their abilities, proud of their achievements and progressing optimally in all aspects of their development and learning
- part of a peer group in which they learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world and to be able to represent themselves and to participate in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives

To be **resilient** means to:

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

To be **listened to** means those adults who are close to the children:

- recognise the child's need and right to express and communicate their thoughts, feelings, and ideas
- are able to tune in to their verbal, sign, and body language in order to understand and interpret what is being expressed and communicated and respond appropriately
- respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services

Date policy adopted	September 2013
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

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Introduction to Safeguarding

1.2 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Child Protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

(Working Together, DfE 2018)

This includes, but is not limited to safeguarding children in specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Peer on peer abuse
Self-Harm behaviours	Children with mental health difficulties or illness

Working Together 2018 sets out that Early Years providers have a duty under section 40 of the Childcare Act 2006 to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage **(3.7 EYFS)**

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- Under the Statutory Framework **(3.4 EYFS)** “Providers must be alert to any issues for concern in the child’s life at home or elsewhere”. Procedures are in place to safeguard children in line with the policies and procedures of Luton Safeguarding Children Board Procedures. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- The Luton LSCB procedures are available via <http://lutonlscb.org.uk/>
- All staff should be aware of the guidance issued by Luton Safeguarding Children Board (LSCB) within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way. <http://lutonlscb.org.uk/wp-content/uploads/2016/11/threshold-framework-v16-Oct-17-2.pdf>

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- As part of the procedures in Luton there are safeguarding case recording materials that are used for recording safeguarding concerns – see Safeguarding form, Chronology form, Body Map, Tracking monitoring form.

Wigmore Under Fives is committed to safeguarding and promoting the welfare of all its children. We believe that:

- All children have an equal right to be protected from harm;
- All children have the right to speak freely and voice their values and beliefs
- All children must be encouraged to respect each other's values and support each other
- All children have the right to be supported to meet their emotional, and social needs as well as their educational needs
- Our Early Year's Setting can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

The Designated Safeguarding Officer (DSO) Lead

- **Maria Robinson** takes lead responsibility for coordinating all child protection activity within our Early Years Setting. The DSO will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the Multi Agency Safeguarding Hub (MASH) - Luton Children and Families Social Care Service, Early Help Assessment team (EHA), Health, Police etc. This person has lead responsibility and management oversight for safeguarding and child protection **(3.5 EYFS)**.

The Designated Safeguarding Officer Lead is supported by the Deputy Designated Safeguarding Officer (DDSO) Lead: **Sam Howard**

- The Deputy Designated Safeguarding Officer (DDSO) Lead is trained to the same level as the Designated Safeguarding Officer (DSO) Lead and will undertake this role in their absence.
- When the Early Years Setting has concerns about a child, the Designated Safeguarding Officer (DSO) lead will decide what steps should be taken in accordance with the Local Safeguarding Children's Board (LSCB) Thresholds Framework and initiate a response accordingly.
- In Luton Early Years Settings work to a model of intervention that reflects 4 levels of need.
- Universal Need – Level 1, with all children having core needs such as parenting, health, and education
- Additional Need – Level 2, where children's needs can be met by a single agency through the Early Help Assessment (EHA) team
- Intensive and Specialist Need – Level 3 & 4, where children have suffered or likely to suffer significant harm is referred to the Multi Agency Safeguarding Hub (MASH)
- The Designated Safeguarding Officer (DSO) Lead will support staff who make referrals to the Early Help Assessment (EHA) team and the Multi Agency Safeguarding Hub (MASH) and act as a source of support, advice and expertise for all staff **(3.5 EYFS)**.
- The Designated Safeguarding Officer (DSO) Lead will refer cases to the Police where a crime may have been committed
- The Designated Safeguarding Officer (DSO) Lead will seek advice in regard to safeguarding matters related to radicalisation via the Early Help Assessment (EHA) team and follow their guidance.

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- The Designated Safeguarding Officer (DSO) Lead will undertake regular case monitoring reviews of vulnerable and looked after children recorded within the A-Z Chronology and within individual case files. These reviews will be discussed within staff safeguarding supervision sessions. Any actions arising from the review and the reasoning for decision making will be recorded in the child's individual case file and a copy of this will also be filed in the staff member's personal supervision folder.
- Luton Safe at Home is a child accident prevention programme aimed at families from pregnancy through to the child's 5th birthday. <https://www.flyingstartluton.com/parent/additional-services/safe-at-home/>
- If a child moves from our Early Years Setting, the Designated Safeguarding Officer (DSO) Lead will ensure all child protection records are forwarded on to the Designated Safeguarding Officer (DSO) Lead at the new Early Years Setting or School, with due regard to their confidential nature and in line with national government guidance on the transfer of such records. We will record the date, where and to whom the records have been passed and request a signature on receipt of the child's records. The practice guidance produced by Luton Safeguarding Children Board (LSCB) will be adhered to in relation to archiving child protection records.
- If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

Safer Recruitment

- Our Early Years Setting implements Safer Recruitment practices **(3.9 to 3.18 EYFS)** and find the Department for Education (DFE 2018) guidance 'Keeping Children Safe in Education' (KCSiE) useful. Safer recruitment practice includes scrutinising applicants, obtaining professional and character references, checking previous employment history, ensuring that a candidate has the health and physical capacity for the job, verifying identity and academic or vocational qualifications via the government qualification checker
<https://www.gov.uk/guidance/early-years-qualifications-finder>
- Checks also include undertaking interviews, appropriate enhanced checks through the Disclosure and Barring Service (DBS)
<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

Our Role in the Prevention of Abuse

In accordance with Working Together 2018, our Early Years Setting recognises the need to safeguard children from:

- Neglect
- Emotional Abuse
- Physical Abuse
- Sexual Abuse

Appendix 1 contains more information about definitions and indicators of abuse

Additional Policies linked to Safeguarding Children in our Early Years Setting.

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Safe Recruitment	Physical Restraint	Whistleblowing	Bullying
Code of Conduct	Health and Safety	Physical restraint	Visitors
Disqualification	Online safety	Managing Children's Behaviour	

All staff must be able to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation and /or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images **(3.6 EYFS)**

What settings should look out for:

- **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- young people or family are a young carer;
- A family member is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- has returned home to their family from care; and is a privately fostered child

The Committee

The Early Years Setting Committee will ensure:

- the Nominated Committee member for child protection at our Early Years Setting is **Cathie Barr** She is responsible for liaising with the Pre-School Supervisor over all matters regarding child protection issues.
- they comply with their duties under legislation. They will comply with The Early Years Foundation Stage (**EYFS 2017**) Framework and the Local Safeguarding Children's Board (LSCB) to ensure that the policies, procedures and training in our Early Years Setting are effective and offer supervision to the Pre School Supervisor.

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>

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<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- a member of the Committee, is nominated to liaise with the Local Authority Designated Officer (LADO) and partner agencies in the event of allegations of abuse made against the Pre School Supervisor of the Early Years Setting
- all Staff and Volunteers are made aware, understand, and implement our Early Years Setting's policies and procedures for safeguarding children and child protection **(3.6 EYFS)**
- staff and volunteers receive appropriate training on safeguarding at induction, that is updated regularly **(3.20 EYFS)**
- staff training includes discussions and briefings on local Serious Case reviews (SCR's) accessed from Local Multi Agency Safeguarding Arrangement (LSCB) website.
- our Early Years Setting provides an appropriate safeguarding response in accordance with the Luton Local Safeguarding Children's Board (LSCB) Thresholds Framework in order to safeguard children.
- our Early Years Setting will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Luton Borough Council. <http://lutonlscb.org.uk/current-multi-agency-intelligence-submission-form-june-2017/>
- our Early Years Setting initiates appropriate safeguarding responses to children who go missing while in the care of the setting – refer to our Lost Child Policy **(3.62 EYFS)**
- our Early Years Setting has a staff Code of Conduct includes - staff/child relationships and communications plus the use of social media and other online platforms **(3.19, 3.20 EYFS)**
- our Early Years Setting has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service **(3.4 EYFS)**
- that people looking after children are suitable and there must be an enhanced criminal record from the Disclosure and Barring Service in place for every person aged 16 or over who works directly with children, works on the premises on which childcare is provided (unless they do not work there during the times when children are present) **(3.10 EYFS)**
- our Early Years Setting operates, "Safer Recruitment" procedures and ensures that appropriate checks and vetting is carried out on all new staff and relevant volunteers.
- records must be easily accessible and available
- confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.
- our setting must be aware of their responsibilities under General Data Protection Act (GDPA) 2018 and where relevant the Freedom of Information Act 2000
- our setting must ensure that all staff understand the need to protect the privacy of the children in their care and promote confidentiality at all times **(3.69, 3.70 EYFS)**
- records relating to individual children must be retained for a reasonable period of time after they have left the provision
- our setting must record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers **(3.68–3.72 EYFS)**
- the Designated Safeguarding Officer (DSO) Lead and any Deputy undertake Local Safeguarding Children's Board (LSCB) multi agency higher level training to ensure they have the appropriate training, skills, and knowledge to carry out this role. In addition, the Designated Safeguarding Officer lead and Deputy will update their knowledge by receiving safeguarding updates. This may include support from the Local Authority Designated Safeguarding Officer (DSO) network events, attendance at training and learning events offered by the Local Authority Safeguarding Children's Board (LSCB),

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online courses and updates via LEARNING ALLIANCE and the NSPCC or attendance at professional development events.

- all staff have up-to-date knowledge of safeguarding issues **(3.6 EYFS)**.
- all staff know what to do in the event of a safeguarding concern and know who to speak to.
- our Early Years Setting pays due regard to the need to safeguard children in specific circumstances and training will incorporate Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM), peer on peer abuse which can include gang initiation or hazing type related violence, cyberbullying, sexually harmful behaviours or youth produced sexual imagery - See appendix 5, 6, 7 and 8.
- in the event of having a concern that a child is at risk of experiencing sexual abuse through exploitation (CSE) <http://lutonlscb.org.uk/parents/child-sexual-exploitation/> or a child has experienced or at risk of Female Genital Mutilation (FGM) https://www.luton.gov.uk/Health_and_social_care/safeguarding/safeguarding_adults/Pages/Female-genital-mutilation.aspx a referral must be made to the Multi Agency Safeguarding Hub (MASH).
- peer on peer – Staff need to be alert to the fact that children can be capable of abusing their peers. Safeguarding responses should be considered and offered to both the child victim and the alleged child that is responsible for the abusive behaviours.
- ‘By identifying sexual behaviours as **GREEN, AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach’ - Brook Sexual Behaviours Traffic Light Tool <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- in the event of having a concern that a child is displaying AMBER/RED sexual behaviours a referral must be made to the Multi Agency Safeguarding Hub (MASH).
- clear risk assessments are in place and respond consistently to protect children which enable them to take age appropriate and reasonable risks – see daily/annual risk assessment
- staff respond with clear boundaries about what is safe and acceptable, and they seek to understand the triggers for children’s behaviour.
- in the event where physical restraint is used that the parents are informed on the same day **(3.52 EYFS)** – See managing children’s behaviour policy
- our Early Years setting is aware that a website providing support and advice to combat radicalisation has been launched in our region.

The Let’s Talk About It website provides information enabling people to learn more about the Government’s Prevent strategy, with an aim to safeguard those who may be vulnerable to radicalisation.

https://www.luton.gov.uk/Community_and_living/crime-and-community-safety/letstalkaboutit/Pages/default.aspx

Factors may include: peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

If a child is thought to be at risk of radicalisation, advice will be sought from the Early Help Assessment (EHA) Team, and if advised, information will be shared with the appropriate agencies.

The Early Help co-ordinators will support referrals and dependant on risk to the appropriate panels. Referrals will not be made prior to discussions with the Early Help Assessment team.

See Appendix 10

The Counter Terrorism and Security Act 2015 places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” – The Prevent Duty

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- In accordance with the Prevent Duty, **Sam Howard** is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies
- A Prevent Risk Assessment is in place. When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Officer (DSO) Lead
- Further Definitions of radicalisation and extremism and indicators of vulnerability to radicalisation are in Appendix 4.

See Appendix 4

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

- our Early Years Setting will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing them for life in modern Britain and embedding the four Fundamental British Values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind which are already implicitly embedded in the Early Years Foundation Stage (**EYFS 2017**), Learning and Development requirements (Early Years Outcomes 2013) and these values are reinforced in our everyday routine.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

<http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years/>

In the rare event of a firearms or weapons attack staff are trained in the RUN –HIDE – TELL guidance <https://www.gov.uk/government/publications/stay-safe-film>

The National Counter Terrorism Security Office (NaCTSO) are advising that providers have a lock down procedure as part of an emergency plan. They have issued some guidance on Developing Dynamic Lockdown Procedures <https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>

Stay Safe: - steps to take to keep safe in the rare event of a firearms or weapons attack:

Run, Hide and Tell

Run

- If there is a safe route, run, if not hide.
- Insist others go with you.
- Do not let them slow you down.
- Leave your belongings behind.

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Hide

- If you cannot run, hide.
- Find cover from gunfire.
- Be aware of your exits.
- Try not to get trapped.
- Lock yourself in a room if you can. (Ladies toilets barricaded with trolley)
- Move away from the door.
- Be very quiet, turn off your phone.
- Barricade yourself in.

Tell

Call 999, what do the police need to know?

- Dial 999 when you are safe.
- Give your location.
- Give the direction the attacker is moving in.
- Describe the attacker, especially things that cannot be changed such as tattoos, facial hair, ethnicity etc.
- Give any further information.
- Can you safely stop others from entering the area?

Procedures will be implemented in the event of unauthorised person/persons entering the setting.

Lock Down Procedure

NO warning!

- Staff will be alerted by a recognised signal (Whistle)
- Children will be taken from outside into the setting as quickly as possible using bell that children already respond to.
- All external/ internal doors and windows will be locked as necessary
- Hatch locked down
- Children under tables
- Call 999
- Parents/Carers will be notified when safe to do so

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Procedures will be implemented in the event of being warned that there are unauthorised person/persons in area that might be on the way to the setting with intent to harm.

With pre-warning that something dangerous is occurring in the area

- Staff will be alerted by a recognised signal (Whistle)
- All external doors and windows will be locked as necessary
- Using bell that children already respond to, children will be taken from outside or playroom into the ladies toilets as quickly as possible. The door will then be barricaded with a trolley from corridor.
- Parents/Carers will be notified when safe to do so

Domestic Abuse

- if domestic abuse is disclosed, the Risk Indicator checklist or DASH (Domestic Abuse, Stalking and Honour Based Violence) is the assessment tool used to determine whether cases meet the threshold for a MARAC (Multi-Agency Risk Assessment Conference) intervention. It should be completed with the client and if it meets the referral criteria it should be referred to the Early Years MARAC Representative. Referrals into the MARAC are only made by professional agencies; there is no self-referral.

https://www.luton.gov.uk/Community_and_living/crime-and-community-safety/Domestic_violence/Information%20for%20practitioners/Pages/MARAC.aspx

- the DASH Risk Indicator Checklist can also be used to identify individuals who may benefit from the services of an Independent Domestic Violence Advisor (IDVA).
- clients who disclose abuse but who do not meet the criteria for IDVA support should be referred to other appropriate support such as Luton Women's Aid and the Signpost Hub who will accept referrals for any client over the age of 16, regardless of gender or background and will provide support whether or not the incidents have been reported to the Police. Http

Online Safety

- there are appropriate online filtering and monitoring systems within our Early Years Setting which safeguards children from accessing inappropriate or harmful online material.
- the Early Years Foundation Stage Framework is delivered in such a way to include educating children about how to stay safe, online safety and broader safeguarding messages are taught through play within the Early Years Outcomes 2013.

<https://www.gov.uk/government/publications/child-safety-online-a-practical-guide-for-parents-and-carers/child-safety-online-a-practical-guide-for-parents-and-carers-whose-children-are-using-social-media>

Children Missing in Education

- the Early Years setting apply appropriate safeguarding responses for children who go missing from education which includes holding more than one emergency contact number for the child/family.
- there are processes in place which enables children and parents to express their wishes, feelings and provide feedback – Child, Parent and Staff questionnaire.
- our Early Years Settings policies and procedures are reviewed annually

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Safeguarding Children in Specific Circumstances List

Further guidance in relation to safeguarding children in specific circumstances can be located in the Luton Safeguarding Children Board / Luton Borough Council procedures as listed below

- Abuse Linked to Spiritual Belief
- Child Sexual Exploitation
- Safeguarding Children vulnerable to Gang Activity
- Supporting individuals vulnerable to violent extremism
- Private Fostering
- Children missing from home or care
- Children missing education
- Children of Parents who Misuse Substances
- Children of Parents with Learning Difficulties
- Working with parents/carers with mental health problems
- Working with parents/carers with disabilities
- Disabled Children
- Domestic Violence
- Protocol for dealing with domestic violence when children are involved
- Online – Children Exposed to Abuse through the Digital Media
- Fabricated or Induced Illness
- Female Genital Mutilation
- Forced Marriage / Honour Based Violence
- Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
- Safeguarding children who may have been trafficked
- Protocol & Guidance; Working with Sexually Active Young People
- Working with hostile, non-compliant clients and those who use disguised compliance

Children with Additional Needs

- Our Early Years Setting recognises that while all children have a right to be safe, some children may be more vulnerable to being abused, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

What We Do When We Are Concerned About a Child

- All concerns will be viewed alongside the Local Safeguarding Children's Board Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. Our Early Years Setting also places due regard to the guidance contained in 'What to do if you are worried a child is being abused', 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

If a child discloses concerns of abuse all staff and visitors will be expected to follow the disclosure guidance see appendix 2

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- If, in consultation with the LSCB Thresholds Framework the level of concern sits at Level 2 or 3 an Early Help Assessment should be completed with the consent of the parent / carer. Early help may also be provided on a single agency basis by the Early Years Setting, or additional advice may be sought from the Early Help Assessment Team without consent, by making a 'What if' call to their team.
- In the event that provision of Early Help has not led to improvements for the child / family, or concerns for the child/family escalate, Our Early Years Setting will follow the step-up procedures published by the Local Safeguarding Children's Board (LSCB) and a referral will be made to the Multi Agency Safeguarding Hub (MASH).
- In the event of a professional disagreement in relation to a specific concern, Our Early Years Setting will follow the Local Safeguarding Children's Board procedures for resolution of professional disagreements, also known as escalation procedures.

Involving Parents / Carers

Unless a child is deemed to be at risk of significant harm there may be occasions when our Early Years Setting will contact another agency to seek advice on safeguarding and child protection concerns **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies and will seek their consent to making a referral to another agency.

Parents / carers will be informed about our safeguarding policy through our prospectus and website www.wigmoreunderfivespreschool.co.uk

Multi-Agency Work

Our Early Years Setting works in partnership with other agencies in the best interests of the children. Referrals and contacts should be made by the Designated Safeguarding Officer Lead to either the Early Help Assessment (EHA) team, or the Multi Agency Safeguarding Hub (MASH) depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.

- Our Early Years Setting will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings. If our representative is unable to attend a written report will be sent.
- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC or CHANNEL our Early Years Setting will contribute to such arrangements

Responding to an Allegation or Concern about a Member of Staff or Volunteer

- Our Early Years Setting will comply with the Local Safeguarding Children's Board (LSCB) procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.
- This procedure should be used when it is alleged that a Committee member, Pre School Supervisor, member of staff, visiting professional or volunteer has:
 - Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he may pose a risk of harm to children

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Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for an adult in an Early Years Setting to abuse or mistreat children.

- All staff working within our Early Years Setting must report any potential safeguarding concerns about an individual's behaviour towards children immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Pre School Supervisor unless the concern relates to the Pre School Supervisor then it must be reported immediately to the Committee Chairperson. Alternatively, concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care.
- If staff feel they cannot raise a concern that the Early Years Setting is placing children at risk or not responding to concerns about a professional, contact to the

NSPCC Whistleblowing hotline 0800 028 0285 can be made.

- Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.
- Ofsted must be notified of the action taken as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered Early Years provider who, without reasonable excuse, fails to comply with this requirement, commits an offence **(3.8 EYFS)**

Local Authority Designated Officer (LADO)

Luton LADO can be contacted on 01582 548069 – OFSTED must also be contacted on 03001231231

- The LADO may request a written referral, if this is requested the written referral will be completed and submitted within 1 working day
- Our Early Years Setting will engage with the LADO at all stages of the management of the allegation / concern and comply with the local procedures published by the LSCB. In this regard, our Early Years Setting will consider whether it is necessary to suspend the member of staff/Volunteer while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or how safeguards are in place to ensure the member of staff is supervised at all times while a matter is investigated.
- Should our Early Years Setting dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty, a referral to the Disclosure and Barring Service will be made

See Appendix 3

Mobile Phone and Photographs

Visitors and staff/volunteers personal mobile phones and photographic devices will be secured in a box and put away in a cupboard **(3.4 EYFS)**

This information will be communicated through our policies, newsletters, and notices.

All staff/volunteers will be asked to sign to state they are aware and abide by this rule. It will be considered a breach of our rules if Staff do not comply and will be subject to disciplinary actions.

In the event of an emergency the Staff may use our Early Years Setting phone or in such circumstances where they may need to make or take a call using their own personal mobile they may wish to use the office. Other staff must be notified to ensure suitable supervision levels are applied whilst the call is made.

Written permission will be requested from the parents for our Early Years Setting to be able to take and use photographs of their children.

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All parents will be requested to provide written permission to allow their child to be photographed during an event/play by other parents.

All photographs of the children will be taken on the settings kindles and are solely for the purpose of adding observations of the children's learning and development to our (Tapestry) programme

The Early Years Setting is registered with the Information Commissioner's Office (ICO) every year. Failure to notify the ICO is a criminal offence. Notification is necessary if Early Years Settings are processing personal information. This includes taking photographs of the children using a digital camera. Further information on data protection as well as details on how to notify can be found at: <https://ico.org.uk/>(3.70 EYFS)

Please note that although notification is mandatory in most cases the data protection guidance within this document is 'recommended guidance' and settings must take individual responsibility for their own data protection issues in accordance with the General Data Protection Act 2018 (3.69 EYFS)

APPENDICES

Wigmore Under Fives will fulfil their local and national responsibilities as laid out in the following documents: -

- Early Years Foundation Stage Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DfE July 2019)
- Luton Safeguarding Children's Board procedures
- The Children Act 1989
- What to do if you are worried a child is being abused (DfE, 2015)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Inspecting Safeguarding in the early years, education, and skills settings (Ofsted 2019)
- Data Protection Act 2018

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is 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 care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;

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- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness, or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes, or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

The intelligence reporting form on the LSCB website will be used to share information with Police and children's social care that raises a concern around CSE.

In addition to making referrals to children's social care, referrals of children thought to be at risk of, or experiencing CSE will be referred to the Child Sexual Exploitation panel.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are

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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 the 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental, or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Behaviours such as rocking, banging head, regression, tics, and twitches;
- Self-harming, drug, or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional vulnerability to abuse and neglect such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

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- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures

APPENDIX 2

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty, or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not our staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

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Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Multi Agency Safeguarding Hub (MASH) without delay, by the Pre School Designated Safeguarding Officer (DSO)

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from the Pre School Supervisors

APPENDIX 3

ALLEGATIONS ABOUT A MEMBER OF STAFF, VOLUNTEER, COMMITTEE MEMBER/OWNER

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical:** For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling
- **Emotional:** For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality. Excessive or aggressive shouting
- **Sexual:** For example, sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault, and rape
- **Neglect:** For example, failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs
- **May Pose a Risk:** Behaviours that may take place outside of the workplace that present a transferable risk in their professional role with children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse, or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, Committee member, visitor or volunteer, the Pre School Supervisor should be informed immediately. If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possible opportunity and within 1 working day.

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may pose a risk of harm to children

The Pre School Supervisor will not carry out the investigation herself or interview children.

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries, or if a child makes an allegation of sexual abuse against an adult that works with children Child Protection procedures will be followed and a referral made to Multi Agency Safeguarding Hub (MASH). The LADO will also be informed.

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

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the vocal or active opposition to the fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Children may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Early Years staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;

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- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX 5

Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured, or changed, but where there's no medical reason for this to be done.

It is also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It is very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth, and mental health.

Effects of FGM

There are no health benefits to FGM, and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts, and abscesses
- problems passing urine or incontinence
- depression, flashbacks, and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby

Some girls die from blood loss or infection as a direct result of the procedure

Why FGM is carried out

FGM is carried out for various cultural, religious, and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It is a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it is carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

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Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan	Malaysia	
Ethiopia	Somalia	Gambia	Sierra Leone	Liberia	Ivory Coast
Guinea	Nigeria	Indonesia	Mali	Kenya	

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Possible signs and indicators of FGM

A girl or woman who is had FGM may:

- have difficulty walking, sitting, or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around school holiday times
- If the girl comes from a country with a high prevalence of FGM
- Mother and siblings have undergone FGM
- Child may indicate that they are going for a special event

Further information can be obtained from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Youth produced sexual imagery

Under 18's Sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet

Incidents covered by this policy:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you are under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

these laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe Young people need education, support, and safeguarding not criminalisation.

National Police Chiefs Council has made clear that incidents of youth produces sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSO Lead should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

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- When assessing the risks, the following should be considered:
- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Informing parents (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSO Lead may work with the young people involved to decide on the best approach for informing parents. In some cases, DSO Lead may work to support the young people to inform their parents themselves.

Searching devices, viewing, and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what the DSO Lead have been told about the content of the imagery.

If a decision is made to view imagery, the DSO Lead would need to be satisfied that viewing:

- is the only way to decide about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)?
- is necessary to report the image to a website, app, or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on an Early Years Setting device or network

If it is necessary to view the imagery, then the Designated Safeguarding Officer (DSO) Lead should:

- Never copy, print, or share the imagery; this is illegal
- Discuss the decision with the Pre School Supervisor.
- Ensure viewing is undertaken by the DSO Lead or Deputy DSO with delegated authority from the Pre School Supervisor.
- Ensure viewing takes place with another member of staff present in the room, ideally Pre School Supervisor or Deputy Supervisor. This staff member does not need to view the images.
- Record the viewing of the imagery in the Setting safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the setting are followed

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If during a search material that is concerning has been or could be used to cause harm or commit an offence, the material may be retained as evidence of a criminal offence or a breach of setting discipline and using professional judgement, the police may need to be involved.

APPENDIX 7

Contextual Safeguarding

Contextual safeguarding as referenced in KCSIE (2018) highlights that '*assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Early years practitioners recognise contextual/extra familial, safeguarding risks, predominately centred outside of the child's home and how this can impact children.*

Peer on Peer abuse - Allegations of abuse made against other children

Early years practitioners should recognise that children are capable of abusing their peers. Committees should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Peer on peer abuse can manifest itself in many ways. Committee/ Preschool leaders should ensure sexting and their approach to it is reflected in their child protection policy. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Owners/Committee/Managers/Pre School Leaders should ensure the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

APPENDIX 8

Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- Becoming withdrawn from family;
- Sudden loss of interest - decline in attendance or academic achievement;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason;
- Sudden change in appearance - dressing in a particular style or 'uniform';
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries;
- Graffiti style tags on possessions, schoolbooks, walls;

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- Constantly talking about another young person who seems to have a lot of influence over them;
- Broken off with old friends and hanging around with a new group;
- Increased use of social networking sites;
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs;
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past;
- Being scared when entering certain areas;
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

APPENDIX 9

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The forms can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe lives: young people and domestic abuse.

APPENDIX 10

Child Sexual Exploitation

The definition of child sexual exploitation is as follows:

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 working to protect children from child sexual exploitation - February 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

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The key indicators of child sexual exploitation include:

Health

- Physical symptoms (bruising suggestive of either physical or sexual assault);
- Chronic fatigue;
- Recurring or multiple sexually transmitted infections;
- Pregnancy and/or seeking an abortion;
- Evidence of drug, alcohol, or other substance misuse;
- Sexually risky behaviour.

Education

- Truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- Secretive behaviour;
- Entering or leaving vehicles driven by unknown adults;
- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

Identity

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

Relationships

- Hostility in relationships with staff, family members as appropriate and significant others;
- Physical aggression;
- Placement breakdown;
- Reports from reliable sources (e.g. family, friends, or other professionals) suggesting the likelihood of involvement in sexual exploitation;
- Detachment from age-appropriate activities;
- Associating with other young people who are known to be sexually exploited;
- Known to be sexually active;
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive;
- Unexplained relationships with older adults;
- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet;
- Phone calls, text messages or letters from unknown adults;
- Adults or older youths loitering outside the home;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for in spite of having no known home base;
- Missing for long periods, with no known home base;
- Going missing and being found in areas where they have no known links.

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Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- Change in appearance;
- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

Family and Environmental Factors

- History of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties.

Housing

- Pattern of previous street homelessness;
- Having keys to premises other than those known about.

Income

- Possession of large amounts of money with no plausible explanation;
- Acquisition of expensive clothes, mobile phones, or other possessions without plausible explanation;
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

Early years practitioners should be aware that many children and young people who are sexually exploited do not see themselves as victims.

APPENDIX 11

Information Sharing advice for practitioners providing safeguarding services to children, young people, parents, and carers July 2018

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This HM Government advice is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

1.2 Safeguarding Children and Child Protection

Policy statement

We work with children, parents, and the community to ensure the rights and safety of children, and to give them the very best start in life. We are alert to any issues for concern at home or elsewhere. We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. Our safeguarding policies are in line with the guidance and procedures of the Luton Safeguarding Children's Board.

Procedures

Staff and volunteers

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

- We have a designated officer who takes lead responsibility for safeguarding children and is responsible for liaison with local statutory children's service agencies and with the Luton Safeguarding Children's Board, our designated officer is **Maria Robinson**
- When we are open, but the designated officer is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns, our deputy is **Sam Howard**
- Our designated officer and deputy both understand Luton Safeguarding Children Board safeguarding procedures, attend relevant Safeguarding Children training at least every two years and refresh their knowledge of safeguarding at least annually
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too
- Our staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs and symptoms of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported. Staff receive updates on safeguarding at least annually
- Our staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical
- Our staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may need early help and enable them to access it
- All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about parents/carers and children with other agencies.
- Our staff understand Luton Safeguarding Children Board thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm
- Our staff understand how to escalate their concerns in the event that they feel either the local authority and/or pre-school has not acted adequately to safeguard
- Our staff understand what we expect of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistle blowing and dignity at work
- Our staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children
- We provide adequate and appropriate staffing resources to meet the needs of children
- Applicants for posts within pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974

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- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works here or has access to the children
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- All our volunteers must:
 - be aged 17 or over
 - be considered competent and responsible
 - receive a robust induction and regular supervisory meetings
 - be familiar with all our policies and procedures
 - be fully checked for suitability if they are to have unsupervised access to the children at any time
- We record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number
 - the date the disclosure was obtained
 - the details of who obtained it
- Our staff and volunteers are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us)
- Our staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, court orders, reprimands and warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision, or have had orders made in relation to the care of their children
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern
- All children are supervised by adults at all times. Whenever children are on the premises at least two adults are present
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child

Responding to suspicions of abuse

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

- We acknowledge that abuse of children can take different forms:
 - Physical - Physical abuse 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 - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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

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inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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 - 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
- Neglect - Neglect is 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 care-givers)
 - ensure access to appropriate medical care or treatment
 - neglect of, or unresponsiveness to, a child's basic emotional needs
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through significant changes in their behaviour, deterioration in their general well-being, the things they say (direct or indirect disclosure), unexplained bruising or marks, or through changes in their appearance, their behaviour, or their play
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care department
- We are aware of other factors that affect children's vulnerability such as abuse of children who have special educational needs and/or disabilities, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse, Female Genital Mutilation and radicalisation that may affect or may have affected children using our provision
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and Luton Safeguarding Children Board procedures on responding to radicalisation
- We are aware of the mandatory duty that applies to teachers and health workers to report cases of Female Genital Mutilation to the police
- We also make ourselves aware that some children are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or maybe victims of child trafficking. While

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this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with

- Where we believe a child in our care or known to us may be affected by any of these factors, we follow the procedure for reporting child protection concerns
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with our designated officer
- In the event that a staff member or volunteer is unhappy with the decision made of the designated officer in relation to whether to make a safeguarding referral they must follow escalation procedures
- We refer concerns to the Luton children's social care department and co-operate fully in any subsequent investigation. In some cases, this may mean the police, or another agency identified by the Luton Safeguarding Children's Board
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees, or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but we may override the young person's refusal to consent to share information if we feel that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it
- Our staff are aware that adults can also be vulnerable and know how to refer adults who need community care services
- Our staff and volunteers know they can contact the organisation Public Concern at Work for advice relating to whistle blowing; if they feel that we have not acted adequately in relation to safeguarding they can contact the NSPCC whistle blowing helpline
- We have a whistle blowing policy in place

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a staff member observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
 - listens to the child, offers reassurance, and gives assurance that she or he will act
 - does not question the child, although it is OK to ask questions for the purposes of clarification
 - informs the designated officer at the earliest opportunity and makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure, the exact words spoken by the child as far as possible, the name of the person to whom the concern was reported with date and time, and the names of any other person present at the time
- These records are signed and dated and kept securely and confidentially within pre-school
- We follow the procedures as seen in the '*Safeguarding Children in Luton: Case recording protocol*' document and use records to make a referral to children's social care or other appropriate agencies if appropriate

Making a referral to the local authority social care team

- The '*Safeguarding Children in Luton: Case recording protocol*' contains detailed procedures for making a referral to the local social care team, as well as a template form for recording concerns and making a referral

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- We keep a copy of this document and follow the detailed guidelines given
- All members of staff are familiar with the '*Safeguarding Children in Luton: Case recording protocol*' and follow the procedures for recording and reporting

Escalation process

- 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 Luton Safeguarding Children Board escalation process
- We ensure that our staff are aware of how to escalate concerns

Informing parents

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

Liaison with other agencies

- We work within the Luton Safeguarding Children Board guidelines
- 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
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names and telephone numbers, to ensure that it is easy, in any emergency, for our pre-school and social services to work well together
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept

The Prevent Duty

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

To ensure that we adhere to and achieve the Prevent Duty we:

- Provide appropriate training for staff on promoting fundamental British values and the Prevent Duty

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- Appoint a single point of contact (SPOC) to deal with any concerns, who completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation. Our SPOC is **Sam Howard**
- Ensure our staff understand how to identify children who may be at risk of radicalisation so they can respond in an appropriate and proportionate way
- Assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology
- Build the children's resilience by promoting fundamental British values and enable them to challenge extremist views
- Be aware of the online risk of radicalisation through the use of social media and the internet
- Be alert to changes in children's behaviour which could indicate that they may need help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour or personality quickly
- Not carry out unnecessary intrusion into family life but act when we observe behaviour of concern
- Work in partnership with the Luton Safeguarding Children Board for guidance and support
- Assist and advise families who raise concerns with us
- Ensure all staff are aware of who to contact in the event of having a concern:

Police Sergeant David Layton-Scott

CHANNEL COORDINATOR

Tel: **07718 695640**

E-Mail: david.layton-scott@bedfordshire.pnn.police.uk

ICT safety

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in pre-school.

- Only ICT equipment belonging to us is used by staff and children
- The designated officer is responsible for ensuring all ICT equipment is safe and fit for purpose
- If a second-hand computer is purchased or donated to us, our designated officer will ensure that no inappropriate material is stored on it before children use it
- All computers for use by children are located in an area clearly visible to staff

Email

- Children are not permitted to or able to use email in pre-school
- Staff do not access personal or work email whilst supervising children
- Staff send personal information by encrypted email and share information securely at all times

Use of cameras and mobile phones

We use the preschool mobile phone to make and receive business calls. We use Kindle's to take photographs and videos of children engaged in curriculum and fundraising activities for inclusion within their 'Tapestry' Learning Journal. We use a digital camera for taking photographs for internal display. We also occasionally take videos to illustrate a particular activity or behaviour. Permission to take such images is obtained during the child's induction process and recorded on the child's registration form - images of children will not be used for any other purpose without express permission.

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Mobile phones

- Children do not bring mobile phones or other ICT devices with them to pre-school. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in our cupboard until the parent collects them at the end of the session
- Mobile phones owned by staff are placed in our mobile phone box upon arrival and stored inside a cupboard within the playroom
- During normal opening hours and activities, the use of mobile phones by staff, parents, volunteers, students, visitors and contractors within the playroom or garden is strictly prohibited
- If our staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children
- Parents and visitors are required to place their mobile phone in our mobile phone box whilst in the playroom or garden.
- Should a parent, volunteer, student, visitor, or contractor need to make or receive a call they must move to the foyer of the building before using their mobile phone
- Our staff and volunteers ensure that the telephone number of the setting is known to immediate family and other people who may need to contact them in an emergency

Cameras and videos

- Photographs or recordings of children are only taken on equipment belonging to us. Staff will not use their own cameras or mobile phones to take photographs or videos of the children either within pre-school or on an outing
- Photographs included within children's 'Tapestry' Learning Journals will not include an image of another child unless they are from the same family
- Parents are permitted to photograph or record their own children at special events for personal use only, parents do not have permission or the right to photograph anyone else's child or to upload photos of anyone else's children
- If photographs of children are used for publicity purposes e.g. our Facebook page, written parental consent will be obtained

Physical contact with children

We believe that appropriate physical contact is vital for young children in order to help them develop into well balanced, secure, and happy individuals, ready to meet the new challenges of school and beyond

- Children who have become upset or distressed either at the start of their session or during will be consoled and reassured. This may involve cuddling, sitting on a staff member's knee or, with the parent's permission, removing or transferring from a parent or carer to a member of staff for comforting
- Children who require adult support for toileting will be lifted onto and, if necessary, supported on the toilet. Children who request assistance following bowel movements will be encouraged to do this for themselves with staff assistance where necessary and when requested. The toilet door will generally be left open, but modesty will be preserved
- Where a child has soiled themselves and a change of clothing is required, or where a child has soiled a nappy or pull up and requires changing, they will be changed within the playroom on our nursery changing unit
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our supervisor and are recorded on a safeguarding form and filed in our safeguarding folder. The child's parent is informed on the same day

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- Children will be helped with dressing up clothes, for example adjusting clothing, tucking shirts, vests etc into skirts/trousers
- Children will be assisted with physical play for example helping them to jump, navigate balance beams and ride three wheeled bicycles
- Other situations may occur which require physical contact for example sitting on a staff members knee whilst sharing a story, reinforcing good behaviour, or at the child's request
- Physical contact will never be inappropriate, excessive, or unreasonable

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers, which may include an allegation of abuse
- We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children, which includes:
 - inappropriate sexual comments
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities
 - inappropriate sharing of images
- We follow the guidance of the Luton Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer has abused a child
- We ensure that all staff or volunteers know how to raise concerns about a member of staff or volunteer within pre-school. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within pre-school, may have taken, or is taking place, by first recording the details of any such alleged incident
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate and/or offer advice
- We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold) as well as what measures we have taken. We are aware that it is an offence not to do this
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police
- Where our management committee and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process

Disciplinary action

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

Training

- We seek out training opportunities for all adults involved in our setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals

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- We ensure that all staff knows the procedures for reporting and recording their concerns
- We ensure that all staff receive updates on safeguarding via emails, safeguarding supervision, online training and/or discussion at staff meetings

Planning

- The layout of our rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers

Confidentiality

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

Curriculum

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

Support to families

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

Safety and Security

- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity. They are seen by all relevant staff and are regularly reviewed and updated
- Systems are in place for the safe arrival and departure of children
- The times of the children's arrivals and departures are recorded
- The arrival and departure times of visitors are recorded
- Our systems prevent unauthorised access to our premises
- Our systems prevent children from leaving our premises unnoticed
- The personal possessions of staff and volunteers are securely stored during sessions

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Visitors

- All visitors will be identified **prior to** entering the playroom. If identification is not satisfactory, the visitor's organisation will be contacted before allowing them access
- All visitors will be provided with safety information including fire evacuation procedures, first aid, general safety, and relevant information regarding the safeguarding of children
- Visitors will not be permitted unsupervised access to children at any time whilst on the premises
- All visitors will be required to sign the visitors book detailing; name, date, time of arrival, time of departure, reason for visit and DBS check details (where required)
- DBS checks are not required for visitors who will only have supervised contact with children on an ad hoc or irregular basis for short periods of time. This includes:
 - visitors who have business with the pre-school supervisor or other staff or who have brief contact with children with a member of staff present
 - parents/carers who are helping their child settle into pre-school
 - parents/carers who are contributing their own skills and knowledge to a pre-school session
 - contractors who come on site to carry out emergency repairs or service equipment
 - volunteers or parents/carers who only accompany staff and children on one off outings or trips or only help at specific one-off events e.g. a sports day or school fayre
 - people who are on site before or after pre-school hours and when children are not present, e.g. groups or individuals that hire the premises for community or leisure activities, cleaners who only come in after children have gone home or before they arrive
 - public sector staff (such as Local Authority, Primary Health Trust or Strategic Health Authority) who will have been checked by their employing organisation, however, they must wear their identity badge at all times and their identity should still be checked
- DBS checks **will** be required in the following circumstances:
 - contractors working on site for prolonged periods (children should not be permitted in areas where contractors are working for health and safety reasons, however, checks should still be carried as contractors may come into contact with children in the course of their work)
 - supervised access over a sustained period of time and/or dealing with sensitive issues

Legal framework

Primary legislation

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

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Childcare (Disqualification) Regulations 2009

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- Children and Families Act 2014
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further Guidance

- Working Together to Safeguard Children (2018)
- What to do if you're Worried a Child is Being Abused (DfE 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
- Keeping Children Safe in Education (2018)

Date policy adopted	September 2013
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

1.3 Safeguarding Supervision Policy

Introduction

Safeguarding children's supervision is a formal process where staff are held accountable for their safeguarding responsibilities, offered professional support, advice, guidance and provided with appropriate learning opportunities to develop and improve their practice with regard to safeguarding. Safeguarding supervision is subject to monitoring by Luton Borough Council.

Safeguarding Responsibilities of Early Years and Childcare Staff

All staff that work directly with children have a responsibility to ensure that all children are safe from harm and fulfil their potential, and this is underpinned by Working Together 2018. These responsibilities include:

- Being alert to the potential indicators of abuse or neglect and taking appropriate action in line with the local safeguarding procedures
- Being alert to the risks of harm that individual abusers, or potential abusers, may pose to children (this may include parents/carers and family members as well as staff based locally and other professionals)
- Knowledge of the local child protection and vulnerable adult procedures

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- Prioritising the wellbeing of children and developing positive and respectful relationships with children, ensuring the child's wishes and feelings underpin any safeguarding activities
 - Sharing information so that an assessment can be made of whether the child is suffering or is likely to suffer significant harm, and that their needs and circumstances are addressed
 - Contributing to whatever actions are needed to safeguard and promote the child's welfare and where necessary attending safeguarding meetings
 - Working co-operatively with parents, unless this is inconsistent with ensuring the child's safety
- In the interest of children's safety, the well-being of adults who are linked to the organisation and identified as vulnerable must be safeguarded.

Why is safeguarding supervision important?

Safeguarding children and adults is a complex task, which can be emotionally demanding and stressful. It is essential that all staff are provided with individual safeguarding supervision on a regular basis by appropriately qualified and trained supervisors.

All staff will need help and support to recognise harm to a child and to work effectively with the multi-agency group, to address children's needs.

The emotional nature of this work means that staff can have a number of responses to addressing safeguarding concerns. These could be fear, uncertainty, confrontation, collusion, and denial. Supervision is essential to address these responses in order to properly safeguard the children in our care.

Staff may feel that it would be better to sort out concerns about safeguarding issues themselves, particularly if they have personal and professional concerns about the response of other agencies. However, it is essential that safeguarding procedures are always followed, and supervision is the place where concerns about agency responses can be addressed.

It is also possible that staff may feel prevented from taking action to safeguard children or adults either by concerns about changing what they feel are positive relationships with adults, or by the potential for recriminations, which could lead to intimidation or aggression. These concerns must be raised and addressed sensitively within supervision.

Supervision is also essential for staff to discuss any concerns that they have about the culture of their organisation which may undermine effective safeguarding. This may include bullying behaviour, the misuse of authority, and adult behaviour which is not appropriate for the workplace.

There are particular challenges when there are concerns about work colleagues or other professionals. These concerns must always be raised within supervision and acted upon. All allegations of harm to children by staff should be brought to the attention of the Local Authority Designated Officer (LADO).

Aims of the Policy

The aim of the safeguarding supervision policy guidance is to provide a framework that supports the supervisory process as follows:

- To provide a system that outlines the principles and functions underpinning Child Protection/Safeguarding Supervision
- Ensure the roles, responsibilities and expectations of the supervisor and supervisee are understood and agreed

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- To improve the knowledge, confidence and competence of all staff working directly with children and their families, so that they can contribute to more positive outcomes for children and protect them from harm in line with Government policy, legislation, and guidance
- To have a clear model and method for delivering safeguarding supervision which will contribute to sound safeguarding practice and to ensure a clear and consistent approach for the provision of safeguarding supervision within Luton Borough Council's Early Years and Childcare workforce

Objectives of the policy:

- To ensure that all staff take a proactive approach to safeguarding children and an active approach to instances of suspected and actual child abuse
- To ensure that staff have access to specialist and supportive guidance in regard to safeguarding concerns
- To ensure that the respective roles, responsibilities and expectations of the supervisor and the supervisee are understood and agreed
- To ensure that the boundaries of supervision are clear so that conflicts and confusion do not arise
- To encourage reflective practice and promote personal and professional development in relation to working with children
- To empower and support staff in their dealings with safeguarding professionals
- To ensure that staff have support where they have concerns that they may be subject to intimidation and threats as a result of their safeguarding actions

Principles underpinning the policy

This supervision policy is underpinned by the following principles:

- Children's needs and welfare are of paramount importance
- A commitment to equal opportunity
- The valuing of diversity in the workforce and the promotion of anti-oppressive practice, particularly with regard to race, gender, sexuality, disability, and religious beliefs which are in keeping with overall organisational values

These principles will need to be viewed in the context of effective safeguarding and should not be barriers to taking appropriate action with regard to a child or vulnerable adult

- All staff have the right to regular one to one supervision which can be supplemented by informal supervision and/or group supervision and peer supervision as the need arises
- The process of supervision will be carried out in a reflective manner and provide a safe environment where attitudes and feelings can be discussed and where necessary appropriately challenged
- The delivery of, and participation in supervision is a priority task for managers and staff
- The process of supervision is a shared responsibility based on a negotiated agreement
- Supervision promotes and models anti-discriminatory practice

The policy is also underpinned by a positive expectations framework drawn from Early Professional Development (EPD) Supervision Guide.

- Staff want to do a good job: no-one wants to be ineffective
- People work best when they are clear on role and responsibility
- People can and will try to change if it makes sense to them
- Performance can be improved if weaknesses are identified and worked on
- It is the behaviour and not the personality that needs to change
- Being clear what good work looks like helps people change
- Healthy disagreement creates the conditions for change

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- Agreed action on improving performance enhances commitment and trust

Scope of the policy

This policy guidance applies to all staff in the Early Years and Childcare workforce who are responsible for providing safeguarding advice or supervision. It is expected that all staff responsible for providing safeguarding guidance and support will receive supervision.

Purpose of the policy

The purpose of supervision is to promote the best possible outcomes for children and their families. There is research evidence showing that good outcomes are most likely to be achieved by emotionally intelligent practice which enables positive, open, honest working relationships between professionals and service users. The aim of supervision is to foster such practice by developing a relationship between the supervisor and supervisee which both supports the worker but also facilitates challenge and critical thinking.

Definition

Supervision is a process by which one worker is given responsibility by the organization to work with another worker(s) in order to meet organisational, professional, and personal objectives. (Morrison 2005)

Functions of Supervision

There are four main functions of safeguarding supervision:

- Competent accountable performance (managerial function)
- Continuing professional development (developmental function)
- Personal support (supportive function)
- Engaging the individual with the organisation (mediation function/negotiation). (Morrison 2005)

These four functions are interdependent, that is one function cannot be effectively performed without the others. An over-emphasis on, for example, management, could leave the supervisee feeling that the only purpose of supervision is to “check up on them”. An over-emphasis on support will result in important discussions about workload, decision making, and accountability being neglected. Each function is described in detail below.

Management Function: The main purpose of this function is to ensure that safeguarding practice is carried out to a satisfactory standard and that staff understand issues of accountability.

The focus within supervision should be on:

- Ensuring that staff are clear about the purpose of safeguarding supervision
- The quality of the supervisee’s performance in the area of safeguarding and the appropriateness of their responses
- Ensuring that staff are clear about the local and national safeguarding policies and procedures and that these are understood and followed appropriately
- The role and responsibilities of the supervisee with regard to safeguarding and that these are clearly understood, including the boundaries and limits of their role
- Ensuring that the worker knows when the supervisor should be consulted about safeguarding
- The development and monitoring of plans regarding safeguarding actions
- Ensuring that records are maintained according to agency policies
- Recognising achievements
- Working within the disciplinary procedure and rules

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Learning and Development Function: The aim of this function is to help staff to reflect on their own performance in the area of safeguarding, identify their own learning and development needs and develop plans or identify opportunities to address those needs.

The learning and development function will be achieved through:

- Assessing development needs as they relate to safeguarding practice and identifying learning opportunities and record these on a development plan
- Giving and receiving constructive feedback on performance
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace
- Helping supervisees identify their preferred learning style and barriers to learning

Support Function: This main purpose of this function is to provide support to staff to enable them to carry out their safeguarding role; this may be because of particular situations, specific incidents or personal issues that may temporarily impact on their work performance. By offering support within the supervision context supervisees should be given the opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them in the present and future. This function should also focus on individuals' feelings and concerns about the culture of the workplace and whether this is likely to impact negatively on effective safeguarding.

The support function will be best will be best achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained, and which acknowledges the interaction of formal and informal power imbalances – for example based on gender, race, age, sexual orientation, or impairment
- Valuing the expression of feelings within supervision
- Clarifying within the supervision agreement the boundaries of confidentiality and the difference between supervision and counselling
- Supporting staff who are subject to any forms of abuse from service users or colleagues whether this be physical, psychological, or discriminatory
- Clarifying when the supervisee should be advised to seek external counselling
- Monitoring with the supervisee their health and emotional functioning especially with regard to the effects of stress

Mediation Function- linking supervision to the wider organisation and teams. This functions purpose is to ensure that the relationship between the supervisee, their team, the organisation, and other agencies with whom they work are effective. This will be achieved through:

- Dealing sensitively, but clearly with concerns and complaints about colleagues and others with whom the supervisee works
- Consulting and briefing staff on changes and developments that affect safeguarding work
- Advocating between worker or team and other parts of the agency or with outside agencies
- Addressing any concerns that arise about working with the wider safeguarding network
- Briefing managers about issues of concern regarding safeguarding

Supervision methods

One to one planned supervision. This policy is concerned primarily with one to one supervision that takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. All staff will have access to this method of supervision.

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Supervision is an on-going process that takes place in many different ways. This includes informal supervision and supervision that takes place in day to day work. They both have an important place within safeguarding practice, but they cannot and should not replace planned, formal, recorded, one to one sessions. There are two points to be borne in mind when considering unplanned or ad-hoc supervision:

- Any decisions made with regard to a child or adult (e.g. carer, parent/family, staff member) must be clearly recorded and securely stored
- Where supervisees and supervisors work closely together this does not negate the need for private one to one time together on a regular basis

The focus of these sessions is wholly on the individual, their development, performance, and any issues arising from their work that do not arise on a day-to-day basis.

Informal supervision: The pace of work and change and the frequency of supervision means that staff often have to “check something out” with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work closely with their supervisor will be communicating daily about work issues, problems arising, and changes in policies or procedures.

Day to Day Supervision: In some settings the day to day supervision for a particular member of staff may change according to shift patterns and rotas. The one to one session, however, should always be carried out by the same supervisor for a particular member of staff. If a supervisee is subject to frequent changes of supervisor it is difficult for a relationship based on trust, openness, and honesty to be established and confidentiality may be, or may be perceived to be, compromised.

Group supervision: It also possible to supplement and enhance one to one supervision though the use of group supervision. As with other forms of supervision, group supervision provides staff with opportunities for learning, but is not intended to replace individual supervision.

Group supervision is defined as a “negotiated process where supervisors come together in an agreed format to reflect on their work on safeguarding pooling their skills, experience and knowledge in order to improve and develop good practice (adapted from Morrison 2001).

In setting up group supervision there are some key issues need to be clarified before the group is established (adapted from Browne and Bourne 1996):

- Purpose, focus and tasks of the group
- Who will facilitate the group and what is their role and mandate?
- What decisions can be made by the group?
- What will the relationship to individual supervision be?
- Who will establish the agenda?
- Who will define the boundaries of the group and who will make decisions about:
- How long will the session be?
- Who will the members be?
- Will it be an open or closed group?
- Will attendance be voluntary or mandatory?
- What are the boundaries of confidentiality?
- What is the responsibility of group members?

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Peer Supervision. In our setting the deputy supervisor will be the safeguarding supervisor to the pre-school supervisor. There will be a very clear supervision agreement in place. It will be the responsibility of the supervisor to file and complete the records noted by the deputy supervisor.

Frequency of supervision

Individual one to one safeguarding supervision will take place on a half termly basis for trust to develop, which will enable the discussion of complex issues and the accurate appraisal of staff capabilities.

As has already been acknowledged, some safeguarding concerns which happen in an emergency situation will be dealt with immediately.

The regular safeguarding supervision sessions are an opportunity for staff to reflect on these incidents, debrief, and learn from them. They are also an opportunity to discuss less clear-cut concerns and issues related to the culture of the workplace and its impact on safeguarding practice. The formality of regular supervision also ensures that safeguarding concerns are discussed in depth and workers are able to have their performance appraised and learn reflectively.

The supervision meetings will take place at the following frequency:

- Formal safeguarding takes place half termly
- During the induction period this will be fortnightly
- Annually (as part of appraisal process)
- Daily as part of normal day to day work
- In times of critical incident/s as and when required

Our setting will provide regular safeguarding supervision meetings and all staff, volunteers and students will receive a minimum of six individual supervision sessions in a one-year period. This can be reviewed alongside the supervision agreement.

Decisions about frequency will consider a range of factors including:

- The number of hours worked by the supervisee
- The existence of particularly stressful circumstances at work which means that the supervisee needs more frequent supervision sessions than usual
- Staff who work part time have, under the relevant legislation, to access the same benefits and support systems as full-time staff. This means that managers need to put in place appropriate mechanisms to ensure that part-timers, including those who work unsocial hours, have access to supervision sessions that take place during their usual working hours or, with the agreement of the supervisee at alternative times
- Sessional staff should also have access to supervision at a frequency which takes account of their working patterns

If a supervisor is absent from work for a long period (over one month) the deputy supervisor must ensure that effective arrangements are in place for the supervision of the staff in that section.

Which children will be discussed?

Safeguarding supervision is intended to address the safeguarding needs of all children that staff have contact with, and therefore all children may be the subject of supervision. However, it is essential that the following children are always discussed:

- Children subject to a child protection plan

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- Any child whose health, growth and development are impaired including nonorganic failure to thrive
- Any child who discloses abuse or the disclosure is made by parent/carer
- Any child where there is evidence of likelihood of significant harm or evidence of harm (which may include concerns about parental/carer behaviour, parental carer behaviour towards the child, any evidence of lack of attachment or appropriate care)
- Any child living in a household or in some way linked with an adult who poses risks to children (Risk/Potential Risk to Children Offender, vulnerable adult/carer)
- Any child whose parents' aggressive behaviour or hostility towards staff gives rise for concern

Roles and responsibilities

During their induction process all staff should be informed of the name of their safeguarding supervisor.

The role of the supervisor is to:

- Ensure that supervision sessions are booked in advance and are not cancelled unnecessarily
- Provide a safe environment where the supervisee is able to reflect, and be challenged on their professional safeguarding practice
- Review the supervisees professional practice
- Provide professional advice and expertise
- Help the supervisee to manage the emotional impact of safeguarding work and assist the supervisee in dealing with any stress in order to maintain objectivity and deliver a high-quality service;
- Identify learning and development needs
- Ensure that supervision is diarised within the required timescales and is recorded in line with the requirements of this policy

The responsibilities of the supervisee are:

- To prioritise attendance at supervision and work with the supervisor within the boundaries of this policy and their supervision agreement
- To take responsibility for improving their own practice in line with the requirements of supervision
- Identify development and training needs in partnership with their supervisor
- Carry out all tasks agreed within supervision

The Supervision Agreement

It is essential that all staff have a current supervision agreement in place, which has been negotiated at an early stage of the supervision relationship. The agreement will establish a basis for which the supervisor and supervisee will work together during supervision. This will serve as the "ground rules" and should clarify the rights and expectations on both sides to create a safe and effective supervisory arrangement. Each agreement should be seen as a "live" document that will need to be reviewed and changed.

The supervision agreement clarifies roles, responsibilities and expectations of both parties and will be used to initiate a discussion about making the supervision work and achieve all the objectives. Supervision agreement also:

- Reflect the seriousness of the activity of supervision
- Represent a positive model of partnership
- Ensures supervisee is equally aware of their role and responsibilities
- Clarifies issues of authority and accountability
- Develops a forum for review and feedback

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- Sets a benchmark for standard setting for supervision
- Ensures rights of supervisee and supervisor and their entitlement to give and receive supervision

There are three crucial aspects of the supervision agreement:

Administration: This will include frequency, location, recording and safe storage which must be in line with this policy. Supervision should take place in a private room with only those relevant to the supervisory relationship present. Supervision sessions should not take place with the supervisor recording on the computer during the session. Sessions should begin punctually, and interruptions should be permitted only in exceptional circumstances. Frequent lateness, cancellations or interruptions caused by either party should be a matter for discussion. The agenda should be discussed and set jointly by supervisor and worker.

Professional: this will address purpose, focus, principles, and accountability. The supervisory relationship is key in achieving effective and beneficial supervision. Supervisees need to feel supported and encouraged by their supervisors and use supervision as a forum to bring their dilemmas, their fears and worries about the work, their learning and development needs and the management of their performance and participate in problem solving on their workload. Supervisors, in turn, need to use their authority and managerial skills to become effective leaders to ensure effective outcomes for children, alongside supporting staff and developing them to deliver best safeguarding practice.

Psychological: this will address motivation, commitment, ownership, and investment. It is important that supervisors understand the dynamics of power and powerlessness and the way that power affects the supervisory relationship. Supervisors should aim to be leaders who seek to get the best from their staff and respect their supervisee by relating to them in a manner that generates trust and confidence. The issues of equality of opportunity, valuing diversity, respect for difference and anti-discriminatory practice are especially important in the supervisory relationship. The supervisor and worker should formally identify their differences e.g. gender, ethnicity, experience, age, style, area of interests and consider how they anticipate this may affect their working relationships i.e. both positive and negative consequences.

The following discussions are important to have about supervision whilst you are making the written agreement and then recorded, as this is where engagement and co-operation are established. It is also a powerful model of negotiating agreements which workers can then take into their own practice.

The suggested areas for discussion:

- What supervisee and supervisor want from supervision – areas of responsibility
- What is the supervisees previous experiences of supervision and what they bring from past experiences? Part of this is the undertaking of a supervision history
- In what ways does the supervisee learn best?
- What beliefs are held about the supervisor and supervisee and how will these differences affect the supervision process?
- How will the differences in cultural identity and beliefs affect the supervision process and what is important to acknowledge at this stage?
- How will each party provide feedback and how will conflict be dealt with?

An agreement pro-forma must be used to focus a discussion and record the outcomes. It is recommended that time is taken in frank and honest discussion so as to properly negotiate and establish the boundaries. The complete agreement once signed by both parties is to be safely stored in supervisees supervision file.

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Difficulties in the supervisory relationship

There should be a clear understanding between the worker and the supervisor about how conflicts or disagreement within the supervisory relationship will be resolved. Issues such as poor performance, sickness etc are covered in the Staff Handbook which all staff members have copies of.

Where there is an irresolvable conflict or disagreement over the working of an individual case the matter should be referred to the supervisor's line manager (Chair of Committee). In considering the issue and before any attempt to mediate the supervisor's line manager (Chair of Committee) should ensure that s/he has a full understanding of the position of both parties.

The supervision agenda

- Both parties should prepare for forthcoming supervision sessions
- Individual items may be brought by either party and the final agenda jointly agreed at the beginning of the session
- Either party may give prior notice of particular items and supply or request documentation where this would be helpful
- Agreed action should be followed through to the agenda of subsequent sessions using the record of supervision

Recording

This guidance takes into account the principles of the General Data Protection Regulations (GDPR) (2018), and in particular that any personal information held on an individualist accurate, adequate, relevant, not excessive, available to the subject, and kept no longer than is necessary.

- The supervisor is responsible for ensuring that a record is made of the content of each supervision meeting using the Supervision Record form. Where this record contains information about service users, initials only should be used
- All decisions made in supervision regarding a child must be recorded in the safeguarding protocol folder. It is the responsibility of the supervisor to ensure that this happens
- The Supervision Record must be signed by both parties to indicate agreement that it is a correct account of the meeting. Where there is disagreement, the supervisor and supervisee may agree to amend the record. Where agreement cannot be reached, a note should be made on the record of the different views and signed by both parties
- Supervisors will keep the Supervision Records in the supervisee's personal file, which they already hold, along with the supervision agreement, and personal development plan. It is the supervisor's responsibility to maintain this file and to ensure it is located in a secure place
- The supervisee will have a copy of the supervision records for their own use, which they will need to store responsibly. The supervisee is not required to keep their copies of supervision records and they may destroy them when they no longer have a use for them
- Supervision records will be kept securely for 6 years and then destroyed in a confidential manner. It is usual practice that these records are kept securely for six years. This is an important issue, particularly where there have been issues identified which could require a more detailed examination of an employee's work history at a later date
- If the supervisee leaves the organisation or takes a new job in another service the supervisor is responsible for ensuring that their Personal File, along with the other documents, is archived for 6 years and then destroyed in a confidential manner

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- If the supervisor changes or leaves, or if the supervisee moves within the organisation, the Personal File containing the Supervision Records and other documents will become the responsibility of the supervisee's new supervisor

Confidentiality and Supervision

The supervisor has the responsibility to clarify the parameters of confidentiality, particularly if personal issues are discussed. Supervision cannot always be wholly confidential because the supervisor is acting on behalf of our setting as well as the supervisee and in certain situations the content may need to be shared with Management Committee. Beyond casework discussion, consideration needs to be given to what information is shared outside the supervisory relationship e.g. personal information about each other, discussions about colleagues and other team issues and how is it negotiated.

It is recognised that for a fruitful and open exchange to occur, there needs to be trust on both sides. Trust is more likely to be achieved if both parties are clear when and how information arising from supervision discussions may need to be shared with others.

Supervisors should be able to use their own supervision sessions to discuss their supervision practice or a particular supervisory relationship. It is important that the supervisor is able to seek support and development in this way and where necessary outside the organisation. Supervisees should be made aware of the arrangements made to facilitate this.

The management committee are responsible for monitoring the quantity and quality of supervision, and for this purpose they may need to access supervision records. Supervisors must log the dates of supervision sessions which have taken place as this will then be used to provide information on the quantity of supervision provided in any particular year for audit purposes.

There are exceptional circumstances when certain senior managers from outside agencies may need to access supervision records on a 'need to know' basis. These circumstances are where there are concerns relating to the public interest, the law, risk to staff or children/pupils/users, professional conduct, or where the supervisee is in agreement that someone outside the line management structures may be given access to certain information arising from supervision.

Where formal performance monitoring processes have been initiated (separate to the supervision process), and where a dispute has arisen, it may be necessary to refer to the supervision records in order to demonstrate that certain matters were discussed in supervision. In this case, either party may have access to the supervision records in order to help clarify their position.

Monitoring and Review

Supervisors are responsible for monitoring that the frequency of supervision is in line with the supervision agreement.

Supervisees should provide feedback on the quality of their supervision once a year using the supervisee feedback pro-forma. The supervisor is responsible for ensuring this happens. The management committee of the supervisor should receive a copy of the completed and signed feedback form. These will then provide a means of monitoring the quality of supervision within the organisation.

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

1.4 Looked After Children

Policy statement

We are committed to providing quality provision based on equality of opportunity for all children and their families and do all we can to enable 'looked after' children in our care to achieve and reach their full potential.

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional, or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken 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 impact on their emotional well-being.

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

Principles

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

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has formed a secure attachment to the carer. We expect that the placement with us will last a minimum of six weeks

- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child

Procedures

- The designated person for looked after children is our designated officer, **Maria Robinson**
- Every child is allocated a key person before they start, and this is no different for a looked after child. The designated person ensures the key person has the information, support, and training necessary to meet the looked after child's needs
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures that appropriate information is gained and shared
- We recognise the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer's role in relation to the pre-school without prior discussion and agreement with the child's social worker
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals
- The care plan needs to consider such issues for the child 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 – how this is to be supported
 - their need for sociability and friendship
 - their interests and abilities and possible learning journey pathway
 - how any special needs will be supported?
- In addition, the 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 our setting, when, where and what form the contact will take will be discussed and agreed
 - what written reporting is required
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in activities that include parents, such as outings, fun-days etc alongside the foster carer
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child

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- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability, and their ability to manage their feelings with or without support
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development
- Concerns about the child will be noted in the child's file and discussed with the foster carer
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to our safeguarding children procedure
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer
- The transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

1.5 Uncollected Child

Policy statement

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

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

Procedures

- Parents of children starting at pre-school are asked to provide the following specific information 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)

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- Mobile telephone number (if applicable)
- Names, addresses, telephone numbers, photographs and signatures of adults who are authorised by the parents to collect their child from us, 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
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines
 - If no information is available, parents/carers are contacted at home or at work
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from us - and whose telephone numbers are recorded on our registration form - are contacted
 - All reasonable attempts are made to contact the parents or nominated carers
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file
 - If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children
 - If we have any cause to believe the child has been abandoned, we will contact our local authority children's social care team: **01582 547653** or the out of hours duty officer: **01525 405109**
 - After an additional 15 minutes, if the child has not been collected, we will contact the above agencies again. If we are unable to contact these agencies, we will contact the police
 - The child stays at pre-school in the care of two fully vetted staff members, one of whom will be our supervisor or deputy, until they are safely collected either by the parents, by a social care worker, or by another person specified by social care
 - Social Care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority
 - Under no circumstances do staff go to look for the parent, nor leave the premises with the child
 - We ensure that the child is not anxious, and we do not discuss our concerns in front of them
 - A full written report of the incident is recorded in accordance with the procedures advised by the Luton Safeguarding Children Board
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff
- Ofsted may be informed: **0300 123 1231**
- Our local Childcare Advice and support officer may also be informed: **Martina Timony 01582 548995**

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

1.6 Sleeping Child

Policy statement

We believe that the health, safety, and wellbeing of children is of paramount importance and recognise that children may require a rest/quiet period during their time at Pre-school.

We provide a suitable area, suitable equipment and adequate staff supervision for any child requiring a rest or sleep.

Procedures

- Depending on the room layout, time and activities during the session, a suitable area will be set up
- Soft mattresses are available for children to lie on if they want to rest or sleep
- Screening is available for this area should a child require a rest or sleep
- Blankets are provided and will be removed/added as necessary
- A staff member will oversee them during a rest/sleep period.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable

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Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

1.7 Supervision of Children on Outings and Visits

Policy statement

Children benefit from being taken outside of the premises on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes
- There is a designated lead for each excursion who is clear about their responsibility as designated lead
- The Supervisor and all staff taking part in the outing sign off every risk assessment
- We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the pre-school

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- We always ask parents to sign specific consent forms before major outings and the risks are assessed before the outing takes place.
- An excursion will not go ahead if concerns are raised about its viability at any point
- Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility, and type of venue as well as how it is to be reached.
- A minimum of two staff will accompany children on outings and a minimum of two will remain behind with the rest of the children
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road
- Outings are recorded and records kept in pre-school stating: the date and time of the outing, the venue and mode of transport used, the names of staff members assigned to each of the children and the time of return
- Parents who accompany us on outings are responsible for their own child only but may hold hands with another allocated child under the supervision of staff
- We take a mobile phone on outings, as well as a list of children with contact numbers of parents/carers, accident record sheets, supplies of tissues, wipes, medicines required for individual children, a mini first aid kit, and water. The amount of equipment will vary depending on the venue and number of children as well as how long they will be out for
- We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions
- We provide children with badges or 'high viz' vests to wear that contain the name and setting telephone number – but not the name of the child
- Vehicles will not be used to transport children

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Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

1.8 Missing Child

Policy statement

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

Procedures

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Child going missing on the premises

- As soon as it is noticed that a child is missing our supervisor is alerted
- Our supervisor will carry out a thorough search of the building and garden
- The register is checked to make sure no other child has also gone astray
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out
- If the child is not found our supervisor calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted the police are informed of this
- The parents are called and informed
- A recent photo and a note of what the child is wearing is given to the police
- Our supervisor talks to the staff to find out when and where the child was last seen and records this
- Our supervisor contacts the chairperson and reports the incident. The chairperson comes to pre-school immediately to carry out an investigation

Child going missing on an outing

This procedure may be adjusted depending upon the circumstances i.e. whether the outing involves only some or all of the children, whether our supervisor has accompanied children on the outing and whether the child goes missing from a whole setting outing

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray
- One staff member searches the immediate vicinity but does not search beyond that
- The most senior staff member on the outing contacts the police and reports the child as missing
- Our supervisor is contacted immediately (if not on the outing) and the incident is recorded
- Our supervisor contacts the parent(s)
- Our staff take the remaining children back to pre-school as soon as possible
- A senior member of staff, or our supervisor where applicable, should remain at the site where the child went missing and wait for the police to arrive
- A recent photo and a description of what the child is wearing is given to the police
- Our supervisor contacts our chairperson and reports the incident. Our chairperson comes to the premises immediately to carry out an investigation.
- Staff keep calm and do not let the other children become anxious or worried

The investigation

- Ofsted are informed as soon as possible and kept up to date with the investigation
- The chairperson and management committee carry out a full investigation taking written statements from all the staff and volunteers who were present
- Our supervisor and chairperson speaks with the parent(s) and explains the process of the investigation
- Each member of staff present writes a report in accordance with Luton Safeguarding Children Board procedures detailing:
 - The date and time of the incident
 - Where the child went missing from
 - What staff/children were in the premises/on the outing and the name of the staff designated responsible for the missing child
 - When the child was last seen in the premises/outing including the time it is estimated that the child went missing
 - What has taken place in the group or outing since the child went missing

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- Each report is signed by the supervisor or chairperson and the date and time added
- A conclusion is drawn as to how the breach of security happened
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's Social Care may be involved if it seems likely that there is a child protection issue to address
- Our 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.

- Staff may be the understandable target of parental anger and they may be afraid. Our supervisor ensures that staff under investigation are not only fairly treated but receive support while feeling vulnerable
- The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others or they may direct their anger at our supervisor. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the supervisor and the other should be the chairperson of the management committee or representative. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called
- The other children are also sensitive to what is going on around them and may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them
- Staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their discretion to decide what action to take
- Staff must not discuss any missing child incident with the press without taking advice

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Role of signatory	Pre-school Committee Chairperson

1.9 Information Sharing

'Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government 2015)

Policy statement

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We recognise that parents have a right to know that the information they share with us will be regarded as confidential as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration.

The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. Adequate, relevant, and limited to what is necessary in relation to the purposes for which data is processed
4. Accurate and where necessary, kept up to date
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction, or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult
- Not sharing it could be worse than the outcome of having shared it

The responsibility for decision making should never rely solely on an individual but should have the back-up of the management team. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm
- To prevent significant harm arising to children and young people or adults, including the prevention, detection, and prosecution of serious crime

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989 but provide a framework to ensure that personal information about living individuals is shared appropriately.*
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies

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- 2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our pre-school we ensure parents:

- receive a copy of our Privacy Notice and information about our Information Sharing policy when starting their child in our setting and that they sign our registration form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult
 - have information about our Safeguarding Children and Child Protection policies
 - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school
- 3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
 - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the relevant file
 - Our Safeguarding Children and Child Protection policies set out the duty of all members of our staff to refer concerns to our designated person, who will contact children's social care for advice where they have doubts or are unsure
 - Our supervisor seeks advice if they need to share information without consent to disclose
 - 4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
 - We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation
 - Our guidelines for consent are part of this procedure
 - Our supervisor is conversant with this and is able to advise staff accordingly
 - 5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

- Record concerns and discuss these with our designated person for child protection matters
- Record decisions made and the reasons why information will be shared and to whom
- Follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection policies

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6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
 - Our Safeguarding Children and Child Protection policies and Children's Records policy set out how and where information should be recorded and what information should be shared with another agency when making a referral
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
 - Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden
- We may cover this verbally when the child starts or include this in our prospectus
- Parents sign our registration form to confirm they understand this
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset
- Consent can be withdrawn at any time
- We explain our Information Sharing policy to parents

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Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act 1998

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2018)

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

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2.1 Employment

Policy Statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children aged two years: 1 adult: 4 children
 - children aged three years and over: 1 adult: 8 children
 - at least one member of staff holds a full and relevant level 3 qualification
 - at least half of all other staff hold a full and relevant level 2 qualification
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers
- A minimum of two staff/adults are on duty at any one time
- Our supervisor deploys our staff, students, and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going. They focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children
- Our staff are deployed according to the needs of the pre-school and the children attending
- Each child is assigned a key person to help them become familiar with our setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in pre-school and meets regularly with the family for discussion and consultation on their child's progress, offering support in guiding their development at home
- The number of children for each key person considers the individual needs of the children and the capacity of the individual key person to manage their cohort
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time

Vetting and staff selection

- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage, or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service
- All adverts will include a brief description of the role, our commitment to an equal opportunities policy, our commitment to safeguarding and promoting the welfare of children, the competences required for the job and the fact that the post is subject to an enhanced DBS check

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- All our staff have job descriptions which set out their roles and responsibilities
- All job descriptions are reviewed to ensure they are not directly or indirectly discriminatory. They include our commitment and expectations regarding safeguarding and promoting the welfare of children and also promoting equality and recognising and respecting diversity
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision
- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated

Recruitment process

When a vacancy arises, the post will be assessed, and workload examined to determine if recruitment is necessary or if tasks can be redistributed with existing posts restructured. If recruitment is necessary, the following procedure will apply:

- A timetable for advertising, short listing, interview and start date for the successful applicant will be decided
- An interview panel will be decided. The interview panel will comprise of three representatives from the following with at least two being committee members: pre-school supervisor, pre-school assistant supervisor, pre-school administrator, committee chairperson, committee member, Wigmore church representative
- The job description and person specification will be reviewed to ensure the content is accurate and adheres to current legislation
- The post will be advertised, and application packs will be issued on request to include: a copy of the job advert, an application form, job description and person specification
- Applications will be reviewed, and a short list will be prepared. A completed application form must be received to be eligible for short listing; CV's will not be accepted in place of an application. All applicants with the essential criteria as detailed on the person specification will be included in the first round of short listing. Should this bring forward an unduly high number of applicants e.g., over eight, a second round of short listing will take place, which will include applicants with essential and desirable criteria
- All candidates in this list will be invited for interview and will be requested to bring with them the following evidence of identity, eligibility to work in the UK, address, and qualifications:
 - current driving licence or passport or full birth certificate
 - two utility bills or statements (from different sources) showing their name and home address
 - documentation confirming their national insurance number (P45, P60 or national insurance card)

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- documents confirming any educational and professional qualifications referred to in their application form
- Where an applicant claims to have changed his/her name by deed poll or any other mechanism (e.g. marriage, adoption) he/she will be required to provide documentary evidence of the change
- The interview panel will review the Interview Question Sheet and decide the interview duration. Discriminatory questions or questions about the candidates' personal circumstances which are not related to the job will not be asked. The approach to the interview will be structured and content will be applied fairly and consistently to all candidates avoiding the use of scenarios. Questions will be asked regarding discrepancies/anomalies/gaps in employment where applicable. Notes will be taken during the course of the interview and recorded on the Interview Question Sheet
- Once the panel has completed the interview process and reached its decision the successful applicant will be offered the post conditional upon satisfactory completion of checks and completion of a six-month probation period. Should the applicant not accept the interview panel will decide if there is a second-choice applicant to be offered the post. Unsuccessful applicants will be informed in writing
- A mutually acceptable start date will be agreed, and requests will be made for an enhanced background check with the Disclosure and Barring Service and at least two independent professional and character references (one of which should be from the applicant's most recent employer). Referees cannot be relatives. All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role which the applicant has applied for. If the referee is a current or previous employer, they will also be asked to confirm the following:
 - the applicant's dates of employment, salary, job title/duties, reason for leaving, performance, sickness, and disciplinary record
 - whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children
 - whether any allegations or concerns have been raised about the applicant that relates to the safety and welfare of children or young people or behaviour towards children or young people
- Only references obtained directly from the referee will be accepted. References will be compared with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant before expiry of the probation period
- The successful applicant will be issued initially with a six-month contract covering the probation period and employee handbook detailing their terms and conditions of employment. We reserve the right to extend this probation period should we deem this necessary. Once satisfactory suitability checks have been received and upon successful completion of the six-month probationary period, the employee will be issued with a permanent contract

Disqualification

Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated. Reasons for disqualification may include:

- grounds relating to the care of children
- offences against children
- offences against adults
- inclusion on the list held by the Disclosure and Barring Service
- living or working on premises where a disqualified person lives

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A full list of the reasons for disqualification can be found in the Ofsted document: Compliance, Investigation and Enforcement Handbook, Section 5.1a Disqualification, Childminding and Childcare.

Induction

- We have a comprehensive written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members
 - Familiarisation with the building, health and safety and fire and evacuation procedures
 - Ensuring all our policies and procedures are read and adhered to
 - Introduction to parents, especially parents of allocated key children where appropriate
 - Familiarisation with confidential information where applicable in relation to any key children
 - Details of the tasks and daily routines to be completed
- The induction period commences in the first week of employment. The supervisor/assistant supervisor inducts new staff and volunteers. The chairperson inducts new managers
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks, and routines
- Successful completion of the induction forms part of the probationary period

Notifying Ofsted of changes

- We inform Ofsted of any changes to the registered person (committee members) or manager (pre-school supervisor) responsible for our setting

Training and staff development

- We provide regular in-service training to all staff - whether paid staff or volunteers - through relevant and approved agencies
- Our budget allocates resources to training
- We support the work of our staff by holding regular supervision meetings and appraisals
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will be required to immediately leave the premises
- We reserve the right to request tests for drugs or alcohol to be carried out on any individual if there is good reason to believe that they are intoxicated or otherwise affected by a substance at work

Managing staff absences and contingency plans for emergencies

- Our supervisor organises our staff so that ratios are not compromised
- Sick leave is monitored, and action is taken where necessary, in accordance with the individual's contract of employment
- We employ 9 members of staff who work various sessions. When a staff member is absent, another member of staff works in their place maintaining ratios. Committee members are also available to help if necessary.

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Stress

In its positive form stress can act as a motivational and enabling force, in its negative form however stress becomes harmful and disabling and therefore a potential cause of physical and mental illness.

- We ensure staff take breaks and promote flexible working where possible
- We manage workplace pressures by anticipating problems and taking actions to reduce the effects of them
- We are undertaking annual Performance Management reviews with each member of staff to ensure that the work role and tasks match the relevant job descriptions, discuss absences to identify possible underlying causes, identify appropriate training opportunities and to ensure that job descriptions are up to date
- We act with sensitivity and tact when dealing with individuals either suspected of suffering from stress, or who have been diagnosed

Student placements

We offer placements to students undertaking early years qualifications and training and to school pupils on work experience. We aim to provide students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

- We require students on qualification courses to meet the 'suitable person' requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character and will supervise them at all times, not allowing them unsupervised access to children
- Students undertaking qualification courses who are placed with us on a short-term basis are not counted in our staffing ratios
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if we deem them to be suitably qualified and experienced
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers and require students to keep to our Confidentiality and Client Access to Records policy
- We co-operate with students' tutors in order to help them to fulfil the requirements of their course of study and ensure they are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities
- We provide students, commencing the first session of their placement, with an induction on how our setting is managed, how sessions are organised and our policies and procedures
- We communicate a positive message to students about the value of qualifications and training
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of our setting

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

WIGMORE CHURCH AND COMMUNITY UNDER FIVES PRE-SCHOOL

2.2 Disclosures and Disclosure Information

General Principles

Wigmore Church and Community Under Fives Pre-school complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of disclosures and disclosure information. We comply fully with our obligations under the General Data Protection Regulations (GDPR) (2018) and other relevant legislation pertaining to the safe handling, use, storage, retention, and disposal of disclosure information.

Storage and Access

Disclosure information will be kept securely with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, disclosure information is only passed to those who are authorised to receive it in the course of their duties.

Usage

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

Retention

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

Disposal

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

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Role of signatory	Pre-school Committee Chairperson

2.3 The Role of the Key Person and Settling In

Policy Statement

We want children to feel safe, stimulated, and happy in our setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend and work in.

Procedures

- We allocate a key person before the child starts
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting
 - Completing relevant forms with parents, including consent forms
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty
 - Offering unconditional regard for the child and being non-judgemental
 - Working with the parent to plan and deliver a personalised plan for the child's well-being, care, and learning
 - Acting as key contact for the parents
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children

Settling-in

- We use a variety of ways to provide parents with information. Written information is included within our welcome pack e.g. our prospectus and information regarding policies. Displays and activities available within pre-school are shown and explained by staff to parents
- During the half term before a child is enrolled, we welcome visits to pre-school by the child and his/her parents
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process
- We use the first session at which a child attends to explain and complete with parents the child's registration records and other necessary registration forms
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into our setting

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- We have an expectation that the parent, carer, or close relative, will stay for at least two sessions during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least two sessions the first week, or possibly longer, until their child can stay happily without them
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from our setting
- We reserve the right not to accept a child into our setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children
- Within the first four to six weeks of starting we provide the child's parents access to 'Tapestry' to start viewing and contributing to their child's record of achievement

The progress check at age two

- The key person carries out the progress check at age two in accordance with local procedures and referring to the guidance *A Know How Guide: The EYFS progress check at age two*
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s)
- The key person will plan activities to meet the child's needs within pre-school and will support parents to understand the child's needs in order to enhance their development at home

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Role of signatory	Pre-school Committee Chairperson

2.4 Parental Involvement

Policy Statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

The Children Act (1989) defines parental responsibility as *'all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property'*.

Procedures

- We consult with all parents to find out what works best for them
- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children
- We make every effort to accommodate parents who have a disability or impairment
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan which takes into consideration our key-persons assessment of a child's individual needs
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families
- We inform all parents about how our pre-school is run and its policies, including our Safeguarding Children and Child Protection policy and our responsibilities under the Prevent Duty, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them
- Information about a child and his or her family is kept confidential within our setting. We provide a privacy notice that details how and why we process personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting

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- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's 'Tapestry' developmental records
- We discuss with parents their child's progress and to share concerns if they arise
- Where applicable, we work with parents to carry out an agreed plan to support special educational needs
- Where applicable, we work with parents to carry out any agreed tasks where a Protection Plan is in place for a child
- We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of our setting
- We provide information about opportunities to be involved in our pre-school in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language
- We hold meetings that are accessible and appropriate for all
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure
- We provide opportunities for parents to learn about the curriculum offered in our pre-school and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in our pre-school: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

2.5 Working in Partnership with Other Agencies

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children. We will never share data with any organisation to use for their own purposes.

Procedures

- We work in partnership or in tandem with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing policy, Safeguarding Children and Child Protection policies and Supporting Children with Special Educational Needs policy.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.

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- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in our pre-school and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education

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2.6 ICT Acceptable Use and E-Safety

Policy Statement

We want children to understand that Information and Communication Technology (ICT) is an integral part of everyday life and to be confident in using ICT. We aim to promote children's use of ICT as a tool for learning, develop the necessary skills to achieve this and also to develop their understanding of its everyday use.

We also understand that there can be negative aspects to the use of ICT and aim to make children, parents, and staff aware of potential dangers when using technological communications. We aim to safeguard the children and the reputation of our pre-school, staff, and committee by asking for vigilance regarding their digital footprint and the ramifications for the setting.

Procedures

Children's use of ICT

- ICT and electronic items are available for children to explore and experiment with
- Children are encouraged to independently and confidently access resources to support and enhance their learning and play
- Children are taught how to handle technical equipment safely and correctly. This includes, for example, how to use age appropriate digital cameras, how to carry electronic items safely and how to increase/decrease volume

Adults use of ICT

Staff use a different computer to the children which the children cannot access. This is used mainly to print work that has been prepared or to print standard forms for use within our setting.

- Staff will not access or modify computer hardware and software setup without permission
- Passwords will be used, and staff will ensure that confidential information is not accessed by other users
- Data placed on portable storage media will be encrypted and/or password protected
- Staff send personal information by encrypted email and share information securely at all times

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- Staff will not use or incorporate any material downloaded from the Internet in their work without identifying its source, author, and copyright status

Pre-school Web Site

- Children's full names will not be used anywhere on our Web site or other on-line space, particularly in association with photographs
- Written permission from parents or carers will be obtained before photographs of children are published on our web site or Facebook page
- Image file names will not refer to any child by name
- Work can only be published with the permission of the parents/carers

E-Safety and internet access

Our e-safety coordinator is **Maria Robinson**.

- Our internet is provided via a secure, filtered broadband
- Children do not normally have access to the internet and would never have unsupervised access
- If staff were to access the internet with children for the purposes of promoting their learning, written permission would be gained from parents who would be shown this policy
- Children would be taught stay safe principles in an age appropriate way prior to using the internet
- Virus protection would be installed and updated regularly
- Staff would always use age appropriate websites and ensure appropriate filtering is applied when using the web with children
- Safety settings would be set to ensure that inappropriate material could not be accessed

Complaints

- Complaints of Internet misuse must be reported to the e-safety coordinator, recorded in an e-safety incident log, and will be dealt with accordingly
- Any complaint about staff misuse must be referred to the e-safety coordinator
- Complaints of a child protection nature must be dealt with in accordance with child protection procedures. (The Luton Safeguarding Children Board School's E-Safety Guidance has a flowchart of responses to an incident of concern.)

Social Networking (This relates to personal use of the internet)

We make our staff aware of their obligations regarding the use of social networking and online communications and encourage them to be careful regarding their digital footprint. Staff must take care always to maintain a professional relationship and are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.

All staff will **not**:

- Engage in activities on the Internet which might bring our setting into disrepute
- Use the Internet in any way to attack or abuse colleagues, this may amount to cyber-bullying and could be deemed a disciplinary offence
- Post any photographic images of children or their families on personal blogs, microblogs, or web sites
- Post derogatory or offensive comments on the Internet
- Be seen to support any political party

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- Reveal confidential work-related information
- Name our setting in any social media in a way that is detrimental to us or our service users
- Discuss our settings daily operation in anyway as this is a breach of our confidentiality policy

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Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

2.7 Whistle Blowing

Our designated Whistle Blowing Policy Officer is: [Maria Robinson](#)

Policy statement

We recognise that raising issues of genuine concern about practice deemed unsuitable may be a difficult choice for people to make. However, as a childcare provider we expect employees, volunteers, and committee members to be responsible for highlighting their concerns so that problems can be resolved and removed, quickly and effectively. This policy provides people with an appropriate forum for raising such issues, enabling individuals to formally highlight issues of concern or malpractices in the workplace without fear of victimisation or retribution, with appropriate action taken.

Procedures

Any person that has a reasonable suspicion and/or evidence that inappropriate activities or malpractice exists in our setting, either relating to people or childcare processes, should raise this issue internally, as a matter of urgency, so that it can be dealt with quickly and effectively.

Issues can be raised with our supervisor or committee chairperson. Alternatively, if the whistle blower feels uncomfortable with this and would prefer independent advice, he/she can contact the following external bodies:

1. Public Concern at Work Tel. No. 0207 404 6609 or email whistle@pcaw.co.uk

A Public Concern at Work Adviser can help the whistle blower decide whether and/or how to raise the concern.

2. Luton Borough Council Childcare Advice and Support team on 01582 548888 or email fis@luton.gov.uk

3. Ofsted Whistle-blower hotline: 0300 123 3155 (Monday to Friday from 8am to 6pm) or email Ofsted at: whistleblowing@ofsted.gov.uk

Issues may relate to:

- Contravention of company policies or codes of practice
- Criminal offences or failure to comply with legal obligations
- Miscarriages of justice

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- Health and Safety
- Damage to the environment
- Actions to deliberately conceal evidence of any of the above categories

A formal issue may be raised either when the matter has occurred, is occurring, or is felt likely to occur. Details will be taken about the concern raised, people involved, any actions already undertaken and views on the potential solution to the problem. A full investigation will be undertaken, and any action taken will depend on the level of the concern and whether other agencies will need to become involved.

If the concern is in relation to child abuse, this will be forwarded appropriately under Luton Safeguarding Children Board procedures.

The person raising the issue will be encouraged to participate fully in any investigation. Every effort will be made to provide specific and timely feedback, in writing, about the progress of the investigation, however, this may not always be possible, as to do so may break our responsibility of confidence to another party involved in the investigation.

Confidentiality

Whilst it will be very difficult to deal with any complaints raised on an anonymous basis, we recognise that people may want to raise a concern in confidence, under this policy. Any person may ask our setting to protect their identity by keeping their confidence and we will commit to do so, although we may ask for a good reason for concealing identity. We will endeavour to maintain this confidentiality even where formal requests for full information are received, in the course of legal proceedings.

Protection

If a genuine concern is raised under this policy, we will ensure that employees will not be at risk of losing their job or suffer any form of disadvantage in the working environment as a result. This assurance is not extended to someone who maliciously raises a matter that they know to be untrue. In the event of this happening the individual could be liable to disciplinary action.

Staff responsibility

Individuals employed by us, volunteers and committee members who wish to highlight concerns regarding our pre-school may use this policy.

The Wigmore Under Fives Pre-school Committee Chairperson has overall and final responsibility for all matters relating to whistle blowing.

The day to day responsibility for whistle blowing for our setting is delegated to our supervisor who will ensure that:

- Adequate resources are available and adequate arrangements are made to bring this policy to the notice of all staff, volunteers, and committee members.
- The effectiveness of the policy and its arrangements are reviewed annually during the relevant meetings or more frequently if deemed necessary.

Monitoring and Evaluation

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Self-assessment process and Ofsted inspections.

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

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3.1 First Aid

Policy statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. Newly qualified staff must have a paediatric first aid certificate in order to be counted in our ratios. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

Procedures

The First Aid Kit

- Our first aid kit is accessible at all times and contains the following items: 4 x triangular bandages (at least one should be sterile), 3 x small sterile dressings, 3 x medium sterile dressings, 3 x large sterile dressings, a composite pack containing 20 assorted (individually wrapped) plasters, 2 x sterile eye pads (with bandage or attachment) e.g. No 16 dressing, container of 6 safety pins, guidance card as recommended by HSE
- In addition, the following equipment is kept near to the first aid box: 2 pairs of disposable plastic (PVC or vinyl) gloves, 1 plastic disposable apron, a children's forehead 'strip' thermometer
- Information about who has completed first aid training and the location of the first aid box is provided to all staff and volunteers. The first aid box is easily accessible to adults and is kept out of the reach of children
- At the time of admission to pre-school, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider. We will inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury, in which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Accidents and injuries are recorded in our accident records and, where applicable, notified to the Health and Safety Executive, Ofsted, and/or local child protection agencies in line with our policies

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.2 Administering Medicines

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to pre-school, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effects as well as to give time for the medication to take effect.

Our staff are responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the supervisor is responsible for the overseeing of administering medication. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

- Children taking prescribed medication must be well enough to attend pre-school
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition
- Aspirin will **never** be given to a child unless prescribed by a doctor
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children
- Non-prescription medication, such as pain or fever relief (e.g. Calpol), may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature. The administering of un-prescribed medication is recorded in the same way as any other medication
- Parents must give prior written permission for the administration of medication. The staff receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of the child and date of birth
 - the name and strength of the medication
 - the name of the doctor that prescribed it
 - the last time the medicine was administered, and the dosage administered
 - the dosage and times to be given in our setting
 - the method of administration
 - how the medication should be stored and expiry date
 - any possible side effects that may be expected
 - signature, printed name of parent and date
- The administration of medicine is recorded accurately each time it is given and is signed by the person administering the medication. Parents are shown the record at the end of the day and asked to sign to acknowledge the administration of the medicine

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- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional
- If rectal diazepam is given another member of staff must be present and co-signs the record book
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication

Storage of medicines

- All medication is labelled, stored in a marked plastic box, and kept in the kitchen cupboard safely out of reach of children, or refrigerated as required
- Practitioners are responsible for ensuring medicine is handed back at the end of the day to the parent
- For some conditions, medication may be kept in our setting to be administered on a regular or as and when required basis. Key persons check that any medication held is in date and will return any out-of-date medication back to the parent

Children who have long term medical conditions and who may require ongoing medication

- We carry out a risk assessment for each child with a long-term medical condition that requires ongoing medication. Other medical or social care personnel may need to be involved in the risk assessment
- Parents will also contribute to a risk assessment. They should be shown around the pre-school, understand the routines and activities and point out anything which they think may be a risk factor for their child
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff forms part of the risk assessment
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns
- An individual health plan for the child is drawn up with the parent outlining the key person's role and what information must be shared with other adults who care for the child
- The individual health plan should include the measures to be taken in an emergency
- We review the individual health plan every six months or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication
- Medication for the child is taken in a sealed plastic box clearly labelled with their name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above
- On returning to the setting the card is stapled to the medicine record book and the parent signs it
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent
- This procedure is read alongside the outing's procedure

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Legal framework

- The Human Medicines Regulations (2012)

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.3 Managing Children with Allergies, or who are Sick or Infectious,

Policy statement

We aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example if they have a temperature, conjunctivitis, sickness, diarrhoea or pains, particularly in the head or stomach – pre-school practitioners will call the parents and ask them to collect the child, or send a known carer to collect on their behalf
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts
- The child's temperature is taken using a forehead thermometer strip kept near to the first aid box
- In extreme cases of emergency an ambulance will be called, and the parent informed
- Parents are asked to take their child to the doctor before returning them to Pre-school; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to pre-school
- After diarrhoea, parents are asked to keep children home for 48 hours following the last episode
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England
- When we become aware, or are formally informed of the notifiable disease, the pre-school will inform Ofsted and contact Public Health England and act on any advice given

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We will:

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- Wear single use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces, or vomit
- Use protective rubber gloves for cleaning/sluicing clothing after changing
- Rinse soiled clothing and bag it for parents to collect
- Clear spills of blood, urine, faeces, or vomit using mild disinfectant solution and mops; any cloths used are disposed of
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces, or vomit using a disinfectant

Nits and head lice

- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice

Procedures for children with allergies

- When parents start their children at our setting they are asked if their child suffers from any known allergies. This is recorded on the registration form
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc)
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc)
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen)
 - Control measures – such as how the child can be prevented from contact with the allergen
 - Review measures
- These details are kept in the child's personal file. Information sheets include a photograph of the child where permission has been sought. Details are also kept with the child's medication
- Every effort is made to ensure that no nuts or nut products are used within pre-school
- Parents are made aware so that no nut or nut products are accidentally brought in, for example in lunch boxes or a party

Insurance requirements for children with allergies and disabilities

- Our insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from our insurance provider will be obtained to extend the insurance

Oral medication

Asthma inhalers are now regarded as oral medication by insurers and so documents do not need to be forwarded to our insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them
- We must be provided with clear written instructions on how to administer such medication
- All risk assessment procedures will to be adhered to for the correct storage and administration of the medication
- We must have the parents or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare

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Requirements of the Early Years Foundation Stage

Lifesaving medication and invasive treatments

These include adrenaline injections (EpiPen's) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

- We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered
 - written consent from the parent or guardian allowing our staff to administer medication
 - training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse

Children requiring help with tubes to help them with everyday living

This includes breathing apparatus, tubes to take nourishment, colostomy bags etc.

- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP
- The child's key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians
- Copies of all letters relating to these children must be sent to our Insurers for appraisal. Written confirmation that the insurance has been extended will be issued by return

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.4 Recording and Reporting of Accidents and Incidents

Policy Statement

We follow relevant legislation, local procedures and the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Our accident records:

- Our records are kept safely and securely, are accessible to all staff and volunteers who know how to complete them and are reviewed regularly to identify any potential or actual hazards

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - Food poisoning affecting two or more children looked after on our premises
 - A serious accident or injury to, or serious illness of, a child in our care and the action we take

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- The death of a child in our care
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE):
 - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment
 - Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns, or amputations
 - Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book
 - When an employee suffers from a reportable occupational disease or illness as specified by the HSE
 - Any death of a child or adult that occurs in connection with a work-related accident
 - Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak. Any dangerous occurrence is recorded in our incident book (see below)

Our incident records

- We have ready access to telephone numbers for emergency services, including local police. As we rent premises, we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency
- On discovery of an incident, we report it to the appropriate emergency services if those services are needed
- If an incident occurs before any children arrive, we risk assess this situation and decide if our premises are safe to receive children. We may decide to offer a limited service or to close
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing
- If a crime may have been committed, we ask all adults witness to the incident to make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature
- We keep records for incidents including those that are reportable to the HSE as above. These include:
 - Break in, burglary, theft of personal or the setting's property
 - An intruder gaining unauthorised access to the premises
 - Fire, flood, gas leak or electrical failure
 - Attack on an adult or child on the premises or nearby
 - Any racist incident involving staff or family on our premises
 - A notifiable disease or illness, or an outbreak of food poisoning affecting two or more children
 - Death of a child or adult
 - A terrorist attacks

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- In the incident records we note the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made is also recorded
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed, and staff take charge of children. The incident is recorded when the threat is averted
- In the unlikely event of a child dying on the premises the emergency services are called and the advice of these services are followed
- The incident records are not for recording issues of concern involving a child. These are recorded in accordance with procedures advised by Luton Safeguarding Children Board

Common Inspection Framework

- As required under the *Common Inspection Framework*, we maintain records of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

Further guidance

- Common Inspection Framework: Education, Skills and Early Years (Ofsted 2015)
- Early Years Inspection Handbook (Ofsted 2015)
- RIDDOR Guidance and Reporting Form www.hse.gov.uk/riddor

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Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.5 Food and Drink

Policy statement

We regard snack and mealtimes as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

Procedures

- Before a child starts to attend our pre-school, we ask their parents about their children's dietary needs and preferences, including any allergies. This information is recorded in her/his registration record and parents sign the record to signify that it is correct. We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes

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- We prepare snacks for children with allergies before the other children's snacks are prepared to minimise the chance of cross contamination
- We use separate cups and bowls specifically for children with allergies
- We display a menu of snacks together with details of possible allergens they may contain
- We provide a variety of nutritious food for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives, and colourings
- We include foods from various cultural backgrounds, providing children with familiar foods and introducing them to new ones
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts
- We obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy
- We organise lunch and snack times so that they are social occasions in which children and adults participate
- We use lunch and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day
- We inform parents who provide food for their children about the storage facilities available in our setting
- We give parents who provide food for their children information about suitable containers for food
- In order to protect children with food allergies, we discourage children from sharing and swapping their food

Packed lunches

Where children bring packed lunches, we:

- Ensure packed lunch boxes are stored within our lunch trolley which contains ice packs to keep food cool
- Inform parents of our policy on healthy eating
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts such as yoghurt or crème fraiche where we can only provide cold food from home. We discourage sweet drinks and encourage children to drink water or milk. For children who drink milk, we provide semi skimmed milk
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks, and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort
- Ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion

We follow these procedures to promote food hygiene in our setting.

- All our staff who are involved in the preparation and handling of food have received training in food hygiene
- The people responsible for food preparation and serving carry out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business.*)
- We use reliable suppliers for the food we purchase. Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents, or mould
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within four hours of receipt at pre-school. Waste food is disposed of daily
- Food preparation areas are cleaned before and after use, all surfaces are clean and non-porous
- There are separate facilities for hand-washing and for washing up
- All utensils, bowls etc are clean and stored appropriately
- Cleaning materials and other dangerous materials are stored out of children's reach

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- Children do not have unsupervised access to the kitchen
- When children take part in cooking activities, they are supervised at all times; understand the importance of hand washing and simple hygiene rules; are kept away from hot surfaces and hot water; and do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of Food Poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, we will contact the Environmental Health Department to report the outbreak and will comply with any investigation
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- Safer Food, Better Business (Food Standards Agency 2011)

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.6 Sun Safety

Policy statement

Our setting aims to promote children's good health and encourage their awareness of healthy practice. We provide opportunities throughout the year for outside play and activities whilst acknowledging the importance of sun protection and protecting children from the harmful effects of the sun.

Procedures

During the months of April to September when the sun is at its strongest, we;

- Ensure as much shade as possible is available through the use of shade structures/gazebos
- Amend our daily timetable to encourage outside play before 11.00am and after 3.00pm, with more inside play between these hours
- Ensure plenty of fresh drinking water is available at all times
- Advise parents on most suitable clothing and hats for their children
- Provide spare hats for use by children who forget their own
- Advise parents of children in half day care to apply sunscreen of a sufficient factor to protect them for the duration of their session before bringing them to Pre-school

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- Advise parents of children in full day care to apply sunscreen to their children before bringing them to Pre-school. In addition, they can supply a labelled bottle of sunscreen for their own child and sign a permission form so that a member of staff can supervise and assist in reapplying it before going outside

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.7 Nappy Changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not, yet toilet trained. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- We encourage young children from two years to normally wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree
- Our changing area is warm with a safe area to lay children and no bright lights shining down in their eyes. Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat
- Children are changed within sight of other staff whilst maintaining their dignity and privacy at all times
- All staff are familiar with the hygiene procedures and carry these out when changing nappies
- Each child has their own bag to hand with their nappies or pull ups and changing wipes
- Gloves are put on before changing starts and the area prepared.
- We are gentle when changing, we avoid pulling faces and making negative comments about nappy contents
- We do not make inappropriate comments about children's genitals when changing their nappies
- We ensure that nappy changing is relaxed and a time to promote independence in young children
- We encourage children to take an interest in using the toilet; they may just want to sit on it
- Children are encouraged to wash their hands and we have soap and towels to hand. Children are allowed time for some play as they explore the water and the soap
- Older children access the toilet when they have the need to and are encouraged to be independent
- Nappies and pull ups are disposed of hygienically. The nappy or pull up is bagged and put in the bin. Trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home
- We have a duty of care towards children's personal needs.

Date policy adopted	September 2013
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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.8 No Smoking

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy
- The Church has No Smoking signs in the building
- Staff who smoke do not do so during working hours, unless on a break and off the premises
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues
- E-cigarettes are not permitted to be used on the premises.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
- The Smoke-free (Signs) Regulations 2012

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.9 Animals in the Setting

Policy Statement

Children learn about the natural world, its animals, and other living creatures, as part of the Learning and Development requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in our setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

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- We do not keep animals apart from fish in our setting as pets.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner. The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed

Legal framework

- The Management of Health and Safety at Work Regulations 1999

Further guidance

- Health and Safety Regulation...A Short Guide (HSE 2003)

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Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

3.10 Water Play and Paddling Pools

Policy Statement

Playing with water is not only fun, it also provides many learning opportunities and outcomes for the children. However, there are obviously hazards and potential dangers when children play with water, so the following hygiene and safety controls have been put in place.

Procedures

- Children will never be left unsupervised with water
- We will inform parents when the paddling pool will be in use and ask that they inform us of any concerns or medical issues that we may need to take into consideration
- The paddling pool will be located in a shaded area
- When natural shade does not occur, artificial shade will be provided
- Children will be encouraged to visit the toilet prior to using the paddling pool
- Children will be helped to step into and out of the pool
- We will never make a child paddle in the pool if they do not want to
- Consideration will be given to children with known allergies
- If a child's clothes become wet whilst playing in the pool, they will be changed in accordance with our existing procedures
- Children will be thoroughly dried using children's own towels
- Where sun cream had previously been applied, this will be reapplied once the children are dried
- There will be a maximum of four children allowed in the pool at any one time with a minimum of two members of staff supervising
- Staff supervising the pool will not leave attendance nor will they allow themselves to be distracted

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- All staff supervising the pool will be first aid trained
- If any soiling occurs the pool will be emptied and cleaned with detergent and a mild disinfectant
- The pool will be immediately emptied and turned upside down when not in use
- The pool will be refilled with fresh water each time it is in use
- The pool will be cleaned with fresh water, detergent, and a mild disinfectant

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Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

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4.1 Promoting Positive Behaviour

Policy statement

We believe that children flourish best when their personal, social, and emotional needs are understood, supported, and met and where there are clear and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places, and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions.

Procedures

- We have a behaviour coordinator to oversee and advise on the team's responses to challenging behaviour. Our behaviour coordinator is **Maria Robinson**
- Staff receive the relevant training to help them understand and guide appropriate models of behaviour and ensure they have the necessary skills to support other staff with behaviour issues and access expert advice, if necessary
- We implement our behaviour procedures (in partnership with children's parents and other agencies where necessary) using a stepped approach

Strategies to promote positive behaviour

- We acknowledge considerate behaviour such as kindness and willingness to share
- We support each child in developing self-esteem, confidence, feelings of competence and a sense of belonging in our group, so that they feel valued and welcome
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour
- When very young children behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves
- We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feeling.
- We help children develop pro-social behaviour, such as resolving conflict over who has the toy
- We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries
- We support social skills through modelling behaviour, through activities, drama, and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them

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Stepped approach

Step 1

- Our staff will be knowledgeable with, and will apply our procedures on Promoting Positive Behaviour consistently
- All incidents and intervention relating to unwanted and challenging behaviour by children will be clearly and appropriately logged
- We will ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below)

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator, the Special Educational Needs Coordinator (SENCO) and the supervisor. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed
- If the behaviour continues to reoccur and remain a concern, then the key person and SENCO will liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in our setting, then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour
- If a trigger is identified, then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of staff will be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting their child in our setting
- It may be agreed that the Early Help process should begin, and that specialist help be sought for the child, this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, we follow our Safeguarding Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment
- Advice provided by external agencies will be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress

Initial intervention approach

- We use an initial problem-solving intervention for all situations in which a child or children are distressed in conflict. All staff use this intervention consistently

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- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation, and resolve the situation themselves

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents
- Where we have considered all possible reasons, then a focused intervention approach should be applied
- This approach allows us to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied

Use of rewards and sanctions

- All children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions will be carefully considered before applying
- Children will never be labelled, criticised, humiliated, punished, shouted at, or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary, children will be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention
- Staff will not use physical intervention, or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS)
- If "reasonable force" has been used for any of the reasons shown above, parents will be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed
- Corporal (physical) punishment of any kind will never be used or threatened

Challenging behaviour/aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation

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- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate
- The designated person will make a written record of the incident, which is kept in the child's file
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and our response to the incident
- Ofsted should be notified if appropriate
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child

Challenging unwanted behaviour from adults in the setting

- We will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK
- Allegations of discriminatory remarks or behaviour including xenophobia made in our setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to our supervisor. The procedure is explained, and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing their child's place

Bullying

Bullying is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. In addition to the stepped approach and in the rare occurrence that a child under five shows characteristics of bullying:

- We give reassurance to the child or children who have been bullied and show them that we are able to listen to their concerns and act upon them
- We explain to the child who has been bullying why her/his behaviour is not acceptable and to recognise the impact of their actions
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving

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Biting

We understand that biting among children is a common behaviour. It is part of some children's development and can happen quickly, for many different reasons and under many different circumstances. We also understand that it can be very frightening and distressing for the parents/carers of the bitten child as well as the biting child. In addition to the stepped approach:

- If a child or practitioner sustains a bite wound where the skin has been broken, we recognise that both the 'bitten' and the 'biter' may require urgent medical attention after initial first aid has been carried out
- We explain to the biting child why her/his behaviour is not acceptable and to recognise the impact of their actions
- For confidentiality purposes and to avoid possible conflict, parents/carers of the bitten child and the biting child will not be advised of the identity of the other child involved

Exclusion

We do not support the exclusion of any child on the grounds of behaviour. However, under certain circumstances and if all other options and interventions prove unsuccessful, the temporary or permanent exclusion of a child may be the only option open to us and may be considered in the following circumstances:

- If a child exhibits repeated violent and/or uncontrollable behaviour
- If a child persistently directs abusive or threatening language towards either a member of staff or another child
- If a child's behaviour is deemed by us to endanger the safety and well-being of the child and/or other children and adults

During any period of suspension for behaviour-related issues we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for the child.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

5.1 Health and Safety General Standards

Policy statement

We believe that the health and safety of children is of paramount importance. We make our pre-school a safe and healthy place for children, parents, staff, and volunteers.

- We aim to make children, parents, staff, and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment
- **Sarah Campbell and Bindi Shah** are responsible for health and safety and is competent to carry out these responsibilities
- They have undertaken health and safety training and regularly update their knowledge and understanding
- We display the necessary health and safety poster

Insurance cover

We have public liability insurance and employer's liability insurance. The certificate for public liability insurance is displayed on the staff notice board in the playroom.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of our pre-school
- As necessary, health and safety training are included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings
- We operate a no smoking policy
- Children are made aware of health and safety issues through discussions, planned activities and routines

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment
- When adults need to reach up to store equipment, they are provided with safe equipment to do so
- All warning signs are clear and in appropriate languages
- Adults do not remain in the building on their own or leave on their own after dark
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed

Windows, doors, and floors

- Low level windows are made from materials that prevent accidental breakage or are made safe
- We take precautions to prevent children's fingers from being trapped in doors

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- All floor surfaces are checked daily to ensure they are clean and not uneven, wet, or damaged
- Any wet spills are mopped up immediately

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children
- Fires, heaters, electric sockets, wires, and leads are properly guarded, and we teach the children not to touch them
- There are sufficient sockets to prevent overloading
- We switch electrical devices off from the plug after use
- The temperature of hot water is controlled to prevent scalds
- Lighting and ventilation are adequate in all areas including storage areas

Storage

- All resources and materials which are used by the children are stored safely
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing

Outdoor area

- Our outdoor area is securely enclosed
- Our outdoor area is checked for safety and cleared of rubbish before it is used
- Adults and children are alerted to the dangers of poisonous plants, herbicides, and pesticides
- We leave receptacles upturned to prevent collection of rainwater, where water can form a pool on equipment, it is emptied and cleaned before children start playing outside
- We check that children are suitably attired for the weather conditions and type of outdoor activities ensuring that sun cream is applied, and hats are worn during the summer months
- All outdoor activities are supervised at all times

Hygiene

- We seek information from Public Health England to ensure that we keep up-to-date with the latest recommendations
- Our daily routines encourage the children to learn about personal hygiene
- We have a daily cleaning routine which includes playroom, kitchen, toilets/ nappy changing area.
- We regularly clean and check resources and equipment, dressing-up clothes, and furnishings
- The toilet area has a high standard of hygiene including hand washing and drying facilities
- We implement good hygiene practices by:
 - cleaning tables regularly
 - cleaning and checking toilets regularly
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate
 - providing sets of clean clothes
 - providing tissues and wipes
 - ensuring individual use of paper towels

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending
- We keep a full inventory of all items in our setting for audit and insurance purposes

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- The layout of play equipment allows adults and children to move safely and freely between activities
- All equipment is regularly checked for cleanliness and safety and any faulty items are repaired or discarded
- Resources are stored in secure and well organised areas
- Physical play is constantly supervised
- Children are taught to handle and store tools safely
- Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow
- Large pieces of equipment are discarded only with the consent of the supervisor

Control of substances hazardous to health

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*
- We assess and keep a record of all substances that may be hazardous to health which includes their location and what to do if they have contact with eyes or skin or are ingested
- Hazardous substances are stored safely away from the children
- We keep all cleaning chemicals in their original containers
- We keep the chemicals used in our setting to the minimum in order to ensure health and hygiene is maintained. We do not use bleach, anti-bacterial soap/hand wash (unless during an infection outbreak such as Pandemic flu) or anti-bacterial cleaning agents, except in the toilets, nappy changing area, and food preparation areas. Anti-bacterial sprays are not used when children are nearby
- Environmental factors are considered when purchasing, using, and disposing of chemicals
- All members of staff are vigilant and wear protective gloves when using cleaning chemicals

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1999
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended 2004)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

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Role of signatory	Pre-school Committee Chairperson

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5.2 Risk Assessment

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff, and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment. The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Our policy is based on the five steps below:

- Identification of risk
- Who is at risk?
- Assessment as to whether the level of risk is high, medium, low
- Control measures to reduce/eliminate risk
- Monitoring and review

Procedures

- Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities
 - assessing the level of risk and who might be affected
 - deciding which areas need attention
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required
- As we employ more than five staff the risk assessment is written and is reviewed regularly
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis and annually when a full risk assessment is carried out
- We carry out risk assessments for work practice and for off-site activities as required

Legal framework

- Management of Health and Safety at Work Regulations 1999

Further guidance

- Five Steps to Risk Assessment (HSE 2011)

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Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

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5.3 Fire Safety and Emergency Evacuation

Policy Statement

We ensure the highest possible standard of fire precautions are in place. The person in charge and staff are familiar with current legal requirements. Where necessary we seek the advice of a competent person, such as our local Fire Officer or Fire Safety Consultant. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

Procedures

- The majority of our staff have received training in fire safety
- Our fire safety risk assessment focuses on the following for each area of our setting: electrical plugs wires and sockets, electrical items, gas boilers, cookers, matches, flammable materials – including furniture and furnishings, paper etc., flammable chemicals, means of escape, anything else identified
- As we are in rented premises, we have a copy of the fire safety risk assessment that applies to the building
- We provide our landlords with a copy of our fire safety risk assessment. Should any hazards be identified by us during the risk assessment process, we monitor for any action that may be subsequently required
- As part of our risk assessment process we check that our landlords are carrying out their obligations with regard to the provision and maintenance of fire safety facilities, equipment, and devices
- We clearly display Fire Action notices in the playrooms and our evacuation procedures are explained to new members of staff, volunteers and parents and practiced regularly at least once every half term
- Records are kept by use termly fire drills. The record contains the date and time of the drill, the number of children and adults involved, how long it took to evacuate, whether there were any problems that delayed evacuation and any further action taken to improve the drill procedure
- The evacuation procedure for practice drills includes: how children are familiar with the sound of the fire alarm, how the children staff and parents know where the fire exits are, how children are led from the building to the assembly point, how they will be accounted for and who by, how long it takes to get the children out safely, who calls the emergency services and when in the event of a real fire, how parents are contacted
- Records are kept by our landlords of the servicing of fire safety equipment, fire alarm tests, emergency lighting checks, fire extinguisher visible checks and audit visits by the local Fire Service

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

Further guidance

- Fire Safety Risk Assessment - Educational Premises (HMG 2006)

Date policy adopted	September 2013
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

6.1 Valuing Diversity and Promoting Inclusion and Equality

Policy statement

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs, and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles, and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment, and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- Promote equality, value diversity, and foster good relations with the local community
- Actively include all families and value the positive contribution they make to our setting
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms
- Provide a secure and accessible environment in which every child feels safe and equally included
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely: age, gender, gender reassignment, marital status, pregnancy and maternity, race, disability, sexual orientation, religion, or belief
- Where possible, we take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation, or need different things from us
- We act against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers, or parents whether by:
 - Direct discrimination (someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service)
 - Indirect discrimination (someone is affected unfavourably by a general policy e.g. children must only speak English in the setting)
 - Discrimination arising from a disability (someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity)
 - Association (discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background)
 - Perception (discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation)
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia)
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and

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discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system
- We do not discriminate against a child or their family in our setting, including preventing their entry based on a protected characteristic as defined by the Equality Act (2010)
- We advertise our service
- We provide information in clear, concise language, whether in spoken or written form
- We provide information on our offer of provision for children with special educational needs and disabilities
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by us
- We ensure, wherever possible, that we have a balanced intake of boys and girls

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It also encourages development of confidence and self-esteem, empathy, critical thinking, and reflection.

We ensure that our practice is fully inclusive by:

- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Making children feel valued and good about themselves and others
- Ensuring that children have equality of access to learning
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys
- Positively reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating locally observed festivals and holy days
- Creating an environment of mutual respect and tolerance
- Ensuring that disabled children with and without special educational needs are fully supported
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- Fully differentiating the environment, resources, and curriculum to accommodate a wide range of learning, physical and sensory needs

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life to our setting
- We encourage mothers, fathers, and other carers to take part in the life of our setting and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion

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- We offer a flexible payment system for families experiencing financial difficulties
- We take positive action to encourage disadvantaged and under-represented groups to use our pre-school

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious, or cultural needs are met wherever possible
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the pre-school
- We positively encourage fathers to be involved in our setting especially fathers who do not live with the child
- Information about meetings is communicated in a variety of ways to ensure that all parents have information about and access to the meetings

Public Sector Equality Duty

- We have regard to our Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not

Legal framework

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Children and Families Act (2014)
- Special Educational Needs and Disabilities Code of Practice (DfE&DoH 2014)

Date policy adopted	30th September 2013
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

6.2 Supporting Children with Special Educational Needs

Policy statement

We ensure our provision is inclusive to all children and provide an environment in which children with special educational needs (SEN) are supported to reach their full potential. We support and work in partnership with parents and other agencies to ensure the best outcomes for children with SEN and their families. We regularly monitor and review our policy, practice, and provision and, if necessary, adjust.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is **Lizzy Evans**

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- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs policy and the procedures for identifying, assessing, and making provision for children with SEN
- Our inclusive admissions practice ensures equality of access and opportunity
- We provide a broad, balanced and differentiated curriculum for all children
- We apply SEN support and use the graduated approach system (assess, plan, do and review) to ensure early identification of children with SEN and to ensure that children progress
- Where appropriate, we consider children's views and wishes in decisions being made about them, relevant to their level understanding
- We involve parents at all stages of the assessment, planning, provision, and review of their children's education including all decision-making processes and provide them with information on local sources of support and advice e.g. Local Offer, Information Advice and Support Service
- We use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans for children with SEN and have systems in place for referring children for further assessment e.g. Early Help Assessment and Education Health and Care (EHC) assessment
- We provide resources to implement our Supporting Children with Special Educational Needs policy
- We provide in-service training for parents, practitioners, and volunteers
- We raise awareness of any specialism we have to offer, e.g. Makaton trained staff
- We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections, and complaints. This information is collated, evaluated, and reviewed annually

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE&DoH 2014)

Date policy adopted	30th September 2013
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

6.3 British Values

Policy statement

We actively promote the valuing of diversity and British values.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other

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people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2018 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, we encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help
 - We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - We ensure that children understand their own and others' behaviour and its consequence
 - We collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand that rules apply to everyone
- *Individual liberty, or freedom for all* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning
 - We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - We create an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community
 - Children should acquire tolerance, appreciation, and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures, and traditions
 - We encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions
 - We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping

In our setting it is not acceptable to:

- Actively promote intolerance of other faiths, cultures, and races
- Fail to challenge gender stereotypes and routinely segregate girls and boys

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- Isolate children from their wider community
- Fail to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty *“to have due regard to the need to prevent people from being drawn into terrorism”*

Legal framework

Counter-Terrorism and Security Act 2015

Date policy adopted	September 2015
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

WIGMORE CHURCH AND COMMUNITY UNDER FIVES PRE-SCHOOL

7.1 Privacy Notice

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, cultural needs, and any special educational needs

Where applicable we will obtain child, protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, emergency contact details, and family details

This information will be collected from you directly in our registration form.

If you apply for up to 30 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR) if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our pre-school
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours free childcare or eligibility for Early Years Pupil Premium (only where applicable)
- to keep you updated with information about our service

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- Data protection Officer for our provision is [Maria Robinson](#)

With your consent, we will also record your child's activities for their 'Tapestry' individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

Who we share your data with?

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process payments (as applicable)
- the Local Authority (via Luton Authority Tracking System) if your child is eligible for funding aged two
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- the school that your child will be attending

We will also share your data if:

- we are legally required to do so, for example, by law, by a court or the Charity Commission;
- to enforce or apply the terms and conditions of your contract with us
- to protect your child and other children; for example, by sharing information with social care or the police
- it is necessary to protect our/or others rights, property or safety
- we transfer the management of the setting; in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way

We will never share your data with any other organisation to use for their own purposes

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

- storing registration forms, registers and any other paper documents in locked cabinets or cupboards overnight and away from general sight during opening hours
- using password protected access to electronic files
- using encryption and/or encrypted services for transferring data electronically
- using passcode protected systems for external storage devices
- ensuring all our staff are aware of their obligations regarding the collection and use of personal data

How long do we retain your data?

We retain your child's personal data for up to six years after your child no longer uses our pre-school. Medication records, accident records and SEN records are kept for longer according to legal and/or local requirements. Your

WIGMORE CHURCH AND COMMUNITY UNDER FIVES PRE-SCHOOL

child's learning and development records 'Tapestry' are maintained by us and transferred to you (You will be able to download records) when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

Automated decision-making

We do not make any decisions about your child based solely on automated decision-making.

Your rights with respect to your data

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments, or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

Legal framework

- General Data Protection Regulations (GDPR) (2018)

Date policy adopted	May 2018
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

WIGMORE CHURCH AND COMMUNITY UNDER FIVES PRE-SCHOOL

7.2 Admissions

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the pre-school through open, fair, and clearly communicated procedures.

Procedures

- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form
- We arrange our waiting list in order that children's names are entered. In addition, our policy may consider the following:
 - the vicinity of the home to the setting;
 - the school catchment area;
 - siblings already attending the setting; and
 - the child's age.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission
- We offer places for a minimum of 15hrs. These can be 2yr/3yr funded, 30hr funded or fee paying.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations, and carers are all welcome
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity, or competence in spoken English
- We support children and/or parents with disabilities to take full part in all activities within our setting
- We monitor the needs and background of children joining our setting on our registration form, to ensure that no accidental or unintentional discrimination is taking place
- We share and widely promote our Valuing Diversity and Promoting Equality policy
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the pre-school that provides stability for all the children
- Failure to comply with our terms and conditions may ultimately result in the provision of a place being withdrawn

Date policy adopted	September 2013
Date last reviewed	September 2020
Date last amended	September 2020
Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

7.3 Children's Records

Policy Statement

We have record keeping systems in place that meet legal requirements; the means used to store and share that information take place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998). This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in pre-school, photographs, video clips and samples of their work and summary developmental reports. We use 'Tapestry' to record children's learning and development.
- These can be accessed, and contributed to, by our staff, the child, and the child's parents

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders, or records of disputes about fees
- Child's development, health, and well-being – a record of discussions about everyday matters about the child's development health and well-being with the parent
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs a SEN action plan) and records of any meetings held
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child
- Correspondence and Reports – including a copy of the child's 2-Year-Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies
- These confidential records are stored in a lockable file or cabinet/cupboard, which is always locked when not in use and which our supervisor keeps secure
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our supervisor, deputy or designated person for child protection, the child's key person, or other staff as authorised by our supervisor
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting an audit. We ensure that children's personal files are not handed over to anyone else to look at

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- Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records policy, to the files and records of their own children, but do not have access to information about any other child
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person
- We retain children's records for three years after they have left except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years, respectively. These are kept in a secure place

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in an archive box, stored in a safe place for three years. After three years they are destroyed
- If data is kept electronically it is encrypted and stored as above
- Where there were s.47 child protection investigations, we mark the file with a star and archive it for 25 years
- We store financial information according to our finance procedures

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person
- Students on recognised qualifications and training, when they are observing in our setting, are advised of our Confidentiality and Client Access to Records policy and are required to respect it

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act 1998

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (2015)

Date policy adopted	September 2013
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Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

7.4 Provider Records

Policy Statement

We keep records and documentation for the purpose of maintaining our business. These include:

- Records pertaining to our registration
- Landlord/lease documents and other contractual documentation pertaining to amenities, services, and goods

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- Financial records pertaining to income and expenditure
- Risk assessments
- Employment records of our staff including their name, home address and telephone number
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (GDPR) (2018) further details are given in our Privacy Notice and the Human Rights Act (1998)

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

- All records are the responsibility of our management team who ensure they are kept securely. All records are kept in an orderly way in files and filing is kept up to date
- Our financial records are kept up to date for audit purposes
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate and Public Liability insurance certificate are displayed
- All our employment and staff records are kept securely and confidentially

We notify Ofsted of any change in the address of the premises, to the premises which may affect the space available to us or the quality of childcare we provide, to the name and address or contact information of our registered provider, to the person managing the provision, any significant event which is likely to affect our suitability to look after children or any other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Date policy adopted	September 2013
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Date of the next review	September 2021
Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

7.5 Transfer of Records to School

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

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We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by the Luton Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the EYFS assessment of development and learning the key person prepares a summary of achievements in the 7 areas of learning and development. This record refers to:
 - Any additional language spoken by the child and his or her progress in both languages
 - Any additional needs that have been identified or addressed by us
 - Any special needs or disability, whether an EHA assessment was carried out in respect of special needs or disability, whether there is an Education, Health and Care Plan and the name of the lead professional
- The record contains a summary by the key person and a summary of the parent's view of the child
- The document may be accompanied by other evidence such as photos or drawings that the child has made
- We provide an assessment summary/transition record
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference
- Where an EHA assessment has been carried out in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been an s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 1989

Further guidance

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- What to do if you are worried a child is being abused: Advice for practitioners (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government 2015)

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

7.6 Confidentiality and Client Access to Records

Policy statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HMG 2015)

In our pre-school, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information take place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and pre-school are confidential. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing policy.
- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents may share information about themselves with other parents as well as staff; we cannot be held responsible if information is shared by those parents whom the person has confided in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters,

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any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

- We keep all records securely (see our Children's Records policy and Privacy Notice).
- Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept
- Our staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to our manager and the child's key person and is shared with other staff on a need to know basis.
- We do not discuss children with other parents.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Students, when they are observing in pre-school, are advised of our confidentiality policy, and are required to respect it.

Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that we have compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil
- We may seek legal advice before sharing a file.
- Our supervisor goes through the file with the chairperson of our management committee and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to us giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies in the child's file.
- 'Third parties' include each family member noted on the file; so, where there are separate entries pertaining to each parent, stepparent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.

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- When we have received all the consents/refusals our supervisor takes a photocopy of the complete file. On the copy of the file, our supervisor removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the supervisor and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by us, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our supervisor informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our supervisor and chairperson of our management committee meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaint's procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate. If a parent says that the information, we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed, and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of our pre-school, which is to the safety and well-being of the child. Please see also our Safeguarding and Child Protection policies.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act 1998

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Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government 2015)

Date policy adopted	30th September 2013
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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

7.7 Making a Complaint

Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our pre-school and will give prompt and serious attention to any concerns about the running of our setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns to a satisfactory conclusion for all of the parties involved.

Procedures

All settings are required to keep a written record of all complaints that reach stage two and above and their outcome. This is to be made available to parents as well as to Ofsted inspectors on request.

Making a complaint

Stage 1

- Any parent who has a concern about any aspect of our provision talks over, first of all, his/her concerns with our supervisor. Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, pre-school will provide a template form for recording complaints; this form may be completed and signed by the parent.
- When the investigation into the complaint is completed, our supervisor meets with the parent to discuss the outcome.
- Parents will be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in our Complaints Summary Record.

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Records

- A record of complaints in relation to our pre-school and/or the children and/or the adults working here is kept for at least three years, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

Date policy adopted	30th September 2013
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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson

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8.0 Amendments to Policies and Procedures during Covid-19

8.1 Amendments to Policies and Procedures

Coronavirus Covid-19 Amendments/Updates

- 1.7 Supervision of children on outings and visits - During the outbreak outings and visits are suspended.
- 2.1 Student Placement - During the outbreak student placements are suspended.
- 3.3 Managing children who are sick, infectious or with allergies

Coronavirus (Covid 19)

- If a child shows symptoms during the day such as a new continuous cough, high temperature, loss of taste or smell, parents will be called to collect the child. Parents will be advised to seek advice from NHS 111.
- The child should be moved to a well -ventilated area at least two metres from other people, with adult supervision. If when caring for a child awaiting collection the two-metre distance cannot be maintained, the pre-school practitioner will wear PPE.
- The child's parents will be required to inform the setting of the outcome and keep the child at home for the recommended isolation period. For cases of suspected Coronavirus staff must adhere to Government guidelines regarding self-isolation.
- In the event of a confirmed case of Coronavirus the setting will contact the local Health Protection Team (HPT) as soon as possible to get further guidance.
- Cases of Coronavirus are treated as a notifiable disease.
- Any confirmed cases of Coronavirus in the setting (either child or staff) and/or if the setting is advised to close as a result will be reported to Ofsted.
- The supervisor will continue to liaise with the local Health Protection Team (HPT) as required, and will keep a record of children affected, how long they are away from the setting and when they return.

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Signed on behalf of the Management Committee	
Name of signatory	Mrs Jannetta Prickett
Role of signatory	Pre-school Committee Chairperson