

Safeguarding and Child Protection

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Children's rights and entitlements policy

We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be strong means to be:

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

To be resilient means to:

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

To be listened to means:

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

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To be reviewed at the next AGM in November 2022

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

Agreed by the Committee of Longleaze Pre-School and Nursery at the AGM dated December 2021.

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To be reviewed at the next AGM in November 2022

Safeguarding and Child Protection Policy

Longleaze Pre-school and Nursery fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	01/12/21
Policy published (including on website) (date):	06/01/22
Next review (date):	November 2022

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Manager	EMMA FLACK	01793 848978	longleazepreschool@outlook
Designated Safeguarding Lead (DSL)	EMMA FLACK	01793 848978	longleazepreschool@outlook
Deputy DSL(s) (DDSL)	TRACEY JACOBS HAYLEY DEWSBURY	01793 848978	longleazepreschool@outlook
Nominated committee member	HELEN LAMPORT	01793 848978	longleazepreschool@outlook
Chair of committee	KIRSTY MALLINSON	01793 848978	longleazepreschool@outlook
Designated Teacher for Looked After Children	EMMA FLACK	01793 848978	longleazepreschool@outlook
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021)			

Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0300 456 0100

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

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Introduction

Longleaze Pre-school and Nursery is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- Non-statutory interim guidance: [COVID-19: safeguarding in schools, colleges and other providers](#)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

The aim of this policy is to ensure:

- all our children are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that including online that incorporates pupil health and safety; school behaviour management and preventing peer on peer abuse; supporting pupils with medical conditions; personal, social, health and economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the committee and should be read alongside the following policies relevant to the safety and welfare of our children:

- | | | |
|--|--|--|
| • Health and safety policy | • Staff Behaviour Policy | • Teaching and Learning policy (EYFS policy) |
| • Online safety policy, incl. acceptable use of mobile phones & smart tech | • Valuing diversity and promoting inclusion and equality | • SEND policy |
| | • Whistleblowing policy | |
| | • Complaints policy | |
| • Behaviour policy | • Administration of medicines | • Other? . |

This policy applies to all staff in our school.

For the purposes of this policy:

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- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our pre-school roll and any child under the age of 18 who comes into contact with our pre-school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2021). School leaders and staff who work directly with children have also read Annex B and Part 5.

Committee

As key strategic decision makers and vision setters for the pre-school, the committee will make sure that our policies and procedures are in line with national and local safeguarding requirements. The committee will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Whole school approach to broad and balanced curriculum embedding safeguarding teaching	Peer on Peer abuse	Designated Safeguarding Lead (DSL).
D/DSL training	Online safety	Deputy Designated Safeguarding Lead (DDSL)
Designated teacher training	Whistleblowing	Designated teacher for children looked-after (even if there are no LAC on roll)
KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)	Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct	Senior mental health lead (DSL)
	Early help	
	Mental Health	
	Multi-agency working	

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Staff training, including regular safeguarding updates	Attendance policy Children with SEND and a physical health issue	
Children taught about keeping safe online	Reporting abuse, incl. dealing with a child at immediate risk / SVPP procedures	
Online safety training for staff	Honour based abuse (HBA)	
Preventing radicalisation	Female Genital Mutilation (FGM)	
Annual review of online safety arrangements	Behaviour policy	
	Safeguarding policy review	

Allegations management

Our chair of committee is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the manager.

See also 'Managing allegations against adults'.

Audit

The nominated committee member for safeguarding liaises with the manager and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our committee monitor the school's safer recruitment practice including the Single Central Record.

Monitoring and review

The committee ensure that safeguarding is an agenda item for every full committee meeting.

The manager ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated committee member meets the DSL every term to monitor the effectiveness of this policy.

Mandatory procedures – Staff and adults at school

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2021).

At Longleaze Pre-school and Nursery, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all committee members.

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See also Training.

Staff Behaviour Policy (for safer working practice)

Longleaze Pre-school and Nursery is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child on child sexual violence and harassment, peer on peer abuse and exploitation. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2021) and Sexual violence and sexual harassment between children in schools (2021) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2021).

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

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

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in preschool to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

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

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Online safety

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Longleaze Pre-School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow peer on peer abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

Managing concerns and allegations against staff (including supply teachers, volunteers and contractors)

Longleaze Pre-school and Nursery follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the preschool, including supply staff and contractors, they must immediately consult the Manager/Chair who will refer to the local authority Designated Officer for Allegations (DOFA).

Any concern or allegation against the manager will be reported to the Chair of Committee without informing the manager.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Longleaze Pre-school and Nursery promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

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Longleaze Pre-school and Nursery will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the manager or where the manager is the subject of an allegation, the chair of committee.

Managing low-level concerns about adults

Longleaze Pre-school and Nursery operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All low-level concerns will be reported to the manager; low-level concerns about the manager will be reported to the chair of governors.

Longleaze Pre-school and Nursery will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the manager will collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously;
 - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

All staff and pupils can raise concerns about poor or unsafe practice and potential failures in the preschool safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Staff Behaviour Policy, are in place for such concerns to be raised with manager / committee.

If a staff member feels unable to raise an issue with manager in preschool as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the committee: Kirsty Mallinson

Escalation of concerns

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Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Record keeping and information sharing

The Preschool

- liaises with partner organisations (alternative provisions, Wiltshire Council,) to ensure any safeguarding records for learners are shared on transition:
 - by the setting/school/organisation previously attended by the child.
 - by our DSL when the child leaves our school.

For any child dual-registered with another setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Visitors

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All visitors complete a signing in/out process, and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Mandatory procedures – Supporting children

A culture of listening to children

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback.

Curriculum – teaching about safeguarding

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being. The PSHE specifically includes the following objectives:

- Developing self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Remote learning

If the preschool is required to change the way provision to children is offered due to exceptional circumstances eg during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support

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- use specific local and national guidance about safeguarding in such circumstances to inform practice eg UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children eg online.
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

Early help

At Longleaze Preschool and Nursery, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

Children with Special Education Needs and Disabilities (SEND) or physical health issues

Children with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify children with additional communication needs and whenever possible, these children are given the chance to express themselves to a member of staff with appropriate communication skills.

The use of 'reasonable force' in school

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing

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between children or blocking a child's path, or active physical contact such as leading a pupil by the arm out of the classroom.

All staff will follow our behaviour policy and all children are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

Mandatory procedures – Specific forms of abuse and safeguarding issues

Peer on peer abuse

All children have a right to attend preschool and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of peer on peer abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the preschool's pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

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We acknowledge that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

We minimise the risk of peer on peer abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that peer on peer abuse can happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child’s life.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Serious violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family

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without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.

Mental health

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Domestic abuse

Staff understand that domestic 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 abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Staff training

Induction

The welfare of all our pupils is of paramount importance. All staff including committee members and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

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- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the management/mentor process whereby any general concerns or issues about the person’s ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attend a Wiltshire MASH tour.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Committee

As well as the preschool’s safeguarding induction programme, committee members are encouraged to complete safeguarding and child protection training.

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Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Sexual violence and sexual harassment between children in schools and colleges (2021) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

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Preventing and Tackling Bullying (2017) Advice for schools on effectively preventing and tackling bullying.

Behaviour and Discipline in Schools (2016) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

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Whistle Blowing policy

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

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

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

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

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

What can be disclosed?

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

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

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

Who can it be disclosed to?

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

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

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Disclosure to others

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

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Alcohol policy

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

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

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Attendance policy

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

We will:

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

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Child Sexual Exploitation (CSE) policy

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

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

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

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

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

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

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Early Help policy

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

In these situations we will:

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

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

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Female Genital Mutilation (FGM) policy

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

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

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

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

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

Indicators that FGM may already have occurred:

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

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

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

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Online Safety (inc. Acceptable use of mobile phones and smart technology) policy

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a setting to protect and educate children, parents, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Settings should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Online safety and our approach to it is reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. Longleaze Pre-school and Nursery has a clear policy on the use of mobile phones and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks. (This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content).

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

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

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed, firewalls and internet restrictions where appropriate.

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- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

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

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

- Children are taught the following stay safe principles in an age appropriate way prior to using the internet; only go on line with a grown up; be kind on line; to keep information about me safely; only press buttons on the internet to things I understand; tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

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

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

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

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

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Aim

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

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

Acceptable Use of Mobile Phones – children

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

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

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

Acceptable Use of Cameras (and other imaging equipment)

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.

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- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.

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

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed (WSCB Social Networking Policy May 2015)

Use and/or distribution of inappropriate images

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

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Looked after children policy

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

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

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

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

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

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

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To be reviewed at the next AGM in November 2022

- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

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

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

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Missing child policy

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

Child going missing on the premises

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

Child going missing on an outing

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

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

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

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

The investigation

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

Managing people

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

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

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

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Private fostering policy

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

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

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

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

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

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Uncollected child policy

Protocol for schools when a child has not been collected as expected by parents at the end of the school day.

This protocol will be brought to the attention of parents, in writing, when their child first starts at the pre-school. The protocol is also referred to in the pre-school's child protection policy.

Parents must provide the pre-school with a record of their contact details;

- Name / s
- Address/es
- Telephone numbers – mobile, home, work
- Where possible, parents should also provide the pre-school with the contact details of other relatives/ carers who can be called when the parent/ carer cannot be contacted or in the event of an emergency.

The school aims to keep this record up to date by reminding parents in newsletters and at parent consultation evenings of the need to notify the pre-school of any changes.

Pre-school staff will never take a child home but will care for a child who has not been collected until;

- He/she is reunited with a parent or other nominated responsible adult,
- Advice is sought from MASH /the emergency Duty Service re next steps.

Pre-school procedure

If a child is not collected by a parent or carer this will be brought to the attention of the manager or D/DSL;

- The D/DSL will make sure every effort is made to contact the parent or carer or named alternative carer as per the child's records for up to 30 minutes from the end of the session. This might include speaking to known friends or neighbours of the parents where appropriate.

When the above procedure has been followed and the child has still not been reunited with a parent/carer;

- If the child is known to children's social care, the D/DSL will contact the child's allocated social worker or the Emergency Duty Service if it is out of normal hours.
- If the child is not known to social care, the DSL will consult with MASH or EDS for advice.
- The school will provide MASH /EDS with the following information about;

The child;

Name, date of birth and address

Gender, ethnicity, religion, language spoken

Any additional needs – dietary, SEN, behavioural difficulties, medical

Any current or previous child protection concerns

Any previous significant or pattern of incidents of not being collected from pre-

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The parent (and alternative carers);

Name/s

Address/es

Telephone numbers – mobile, home, work

The DSL will record and review any incident when a child is not picked up by parents or picked up late (when no reasonable explanation is given) as part of the school safeguarding and child protection processes.

Social care/Police procedure

EDS or MASH will advise the D/DSL of the next steps. This may include carrying out appropriate checks with partner agencies such as the police and make further attempts to contact the parent/carer.

If a member of staff thinks a child is at risk of significant harm, is injured, or abandoned they will contact

- The Multi Agency Safeguarding Hub (MASH) on 0300 4560108 8.45am-5pm Monday – Thursday and 8.45am-4pm Friday
- Out of hours Emergency Duty Service (EDS) on 0300 456 0100
- If there is immediate danger, phone the police or emergency services on 999

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Peer on Peer Abuse Policy

At Longleaze Preschool and Nursery, we work in line with Keeping Children Safe in Education 2021, which states that 'Governing bodies and proprietors 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 document also states it is most important to ensure opportunities of seeking the voice of the child are heard, our setting will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

At Longleaze Preschool and Nursery, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in several ways which would be classified as peer-on-peer abuse. The purpose of this policy is to explore the many forms of peer-on-peer abuse and include a planned and supportive response to the issues.

At Longleaze Preschool and Nursery we have the following policies in place that should be read in conjunction with this policy:

Child Protection Policy

Safeguarding Policy

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to children in settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Prejudiced Behaviour The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in

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wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts Speak to all staff who were present and children dependant on age and understanding, using consistent language and open questions. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

- Track evidence through observations, incident reports, ABC charts and CCTV.
- Consider the Intent (begin to Risk Assess)
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- From the ABC tracker charts, can you define a trigger?
- Are staff consistent with behaviour management?
- Are all new staff to the room informed of the circumstances and required amount of supervision?
- Are the parents working together with the setting on using the same strategies? And are the parents consistent at home?
- Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents .

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The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4-year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this area?

What was the explanation by all children involved of what occurred? Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch?

Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived?

Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has displayed harmful behaviour In this circumstance it is important to find out why the young person has behaved in such a way. Particular support from identified services may be necessary through a CAF/strengthening family/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

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After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident.

Preventative Strategies for Settings

It is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

It is necessary that staff consider each issue and everyone in their own right before taking action.

At Longleaze Preschool and Nursery, we reserve the right to terminate a contract if we feel that we have exhausted every possible strategy to avoid a child hurting another child; we have evidence that the child's behaviour is not being dealt with consistently at home; advice to take child to an outside agency, ie. GP, Health Visitor is not followed

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