



Gravenhurst & Villages Preschool,
Pippins & Bramleys
Preschool and Out of School Club

Orchard Close, Gravenhurst,
Beds MK454JF
Tel: 01462 713445 / admin@gravenhurstpreschool.org.uk

Members of the Pre-school Learning Alliance
Ofsted Number: EY396049

Safeguarding Policy

EYFS 3.4

At Gravenhurst and Villages Pre-School and Out Of School Club (Pippins and Bramleys) we want to work with parents, children and the community to ensure the safety and protection of all children who attend our services whether it be breakfast club, pre-school, after school club or our holiday club scheme.

Aims

Our aims are....

- To create an environment where all children can feel safe and secure and which actively encourages children to develop a sense of autonomy and independence
- To ensure that every child builds the understanding, self confidence and vocabulary to resist inappropriate approaches
- To encourage children to establish and sustain relationships with their peers, staff, parents and other adults
- To work with parents to help build their understanding of our commitment to actively promoting the welfare of all our children

In order to fulfil these aims, We...

- Ensure all Practitioners are made aware of this policy and other safeguarding procedures
- Ensure all Practitioners receive safeguarding training which is updated every 2 years
- Follow the guidelines laid down by the Local Safeguarding Children Board (LSCB).
- Keep a copy of the 'Working Together to Safeguard Children 2018' available to all Practitioners if required and for parents too located in the office also documentation like 'Prevent Duty' and 'information sharing' will be available too
- Notify the registration Authority (OFSTED) of any incident or accident which affects the well-being of the children
- Ensure that committee members have DBS checks and have passed further background checks too
- Consult with parents/carers in order to refer children for additional support through the Early Help Assessment (EHA). We do this with the support of other professionals and the Early Help Team
- Have procedures for contacting the local authority's Access and Referral Team (Children's Services) on safeguarding children issues
- If a report is to be made to the authorities, we take advice from the Access and Referral Team (Children's Services) in deciding whether we must inform the child's parents at the same time.

How we ensure that children are safe and protected

Staff and Volunteering

- At Gravenhurst and Villages Pre-School we have a named individual who co-ordinates safeguarding issues and offers support, advice and guidance to all other staff about safeguarding issues. **Currently our nominated person for Safeguarding is Alice Redman.**

In the event that Alice is not present the following structure of safeguarding lead will take place...

**Emma Clark
Leah Fookes
Helen Brack**

- Staff are provided with appropriate resources to meet the needs of our children
- All Staff know they have a duty to maintain the wellbeing of children in their care
- Applicants for post within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974 and Safer Recruitment Procedure. Candidates are informed of the need to carry out **Enhanced DBS checks** and take up references before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Current and prospective practitioners are informed that they must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before or during employment.
- We abide by OFSTED requirements in respect of references and police checks for practitioners and regular volunteers, to ensure that no disqualified person or unfit person works at the setting or has access to the children.
- Volunteers and unvetted people do not work unsupervised
- We abide by the Safeguarding Vulnerable Children Act 2006 requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would have otherwise led to a dismissal for reasons of safeguarding children concern
- We have a procedure for recording details of visitors to the setting on BabysDays
- We take security steps to ensure that we have control over who comes into the setting, so that no unauthorised person has unsupervised access to the children. If someone arrives not at the designated pick up time claiming to be there to pick up a child in our care, we will gain verification from a known carer/collector before releasing the child.
- Staff members, volunteers and visitors are all made aware they cannot carry their mobile phones around with them or wear smartwatches. (see also **E-Safety Policy**)
- Staff members know and understand the procedure for intimate care (Please see **intimate care policy**)

Disciplinary Action

Where a member of staff or a volunteer is dismissed from the Setting or internally disciplined because of misconduct relating to a child, we notify Ofsted, the LSCB and if required the DBS application service. We are under a legal duty of the Safeguarding Vulnerable Groups Act 2006 to notify the DBS of relevant information, so that individuals who pose a threat to vulnerable children can be identified and barred from working with these groups. Please also see our **allegations against a member of staff policy and procedure**.

Training

All of our staff have received training on Safeguarding Children Issues through local authority approved providers and through our comprehensive induction procedure. We seek out training opportunities for all adults involved in the Setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse, neglect, contextual abuse and are aware of inappropriate staff behaviour. They are aware of the local authority guidelines for making referrals. We ensure that all staff are aware of the procedures for reporting and recording their concerns in the setting.

The Designated officer has specific training on multi-agency Working, making a referral to the channel programme as part of prevent duty because a child is at risk of being drawn into terrorism.

Layout of the Room

The layout of the room allows for constant supervision.

Our Curriculum

- We value and respect all children within our setting, incorporating British values and the cultural capital of our children into our curriculum
- We support and promote our children to understand how to keep safe and to be strong, resilient and independent individuals.

Complaints

- We ensure that all parents know how to complain about the actions of staff or volunteers within the setting, which may include an allegation of abuse (**see Complaints Policy**)
- We have a procedure on Allegations made against a member of staff
- We notify **Ofsted** and the **Local Authority Designated Officer (LADO)** team when we receive an allegation made about a member of staff, in line with our procedure
- We follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by any other person.

If we suspect abuse

- Staff are fully aware that abuse of children can take different forms - physical, emotional, verbal, sexual and neglect. Children can also be at risk of Child Sexual Exploitation, Female Genital Mutilation and radicalisation (this list is not exhaustive).
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, we will seek support and advice from the Access and Referral Team and follow their guidance.
- We allow investigation to be carried out with sensitivity. Staff in the setting take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals. We seek parent's permissions before making a referral unless by seeking this permission we put a child at risk.
- We work co-operatively with the parent unless this is inconsistent with the need to ensure the child's safety.
- All concerns are recorded.

Disclosures made to us:

Where a child makes a disclosure to a member of staff, that member of staff records the disclosure and:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

The member of staff does not question the child – the golden rule is to observe and listen but do not probe.

Staff will make a record of:

- The child's name; address, date of birth;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time;
- The names of any other person present at the time.

These records are signed and dated and kept in a confidential file on Babysdays that can only be viewed by members of the Management Team.

The Practitioner will discuss the incident with the Supervisor and a decision will be made about who should be notified. If a child's safety is at risk the Access and Referral Hub will be contacted immediately and we will take advice from them regarding information that is then given to parents.

In a case where a child is not in immediate danger we try to discuss the matter with parents before making any referrals. However it is the welfare of the child which is paramount and this is at the forefront of all our actions. We are aware that many children have suffered because of lack of communication between agencies, and that government guidance now encourages the full sharing of information. We shall therefore use our professional judgement in sharing information with the agencies that 'need to know', being open and honest with parents and children as to why we feel we need to share the information.

Full records of conversations will be maintained when any referrals or discussions are held with any other agencies or with parents prior to a referral. These records will include dates and times of the conversation, who we speak to, and the advice we were given.

Informing Parents

We will always aim to involve parents in any referrals before they are made. However if a suspicion of abuse is recorded, and the child is considered at risk an immediate referral will be made to the Access and Referral Team and we will take their advice on informing parents.

Support families

The setting will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group.

Where abuse at home is suspected, the setting will continue to welcome the child and family while investigations proceed. Confidential records kept on a child will be shared with parents.

With the provision that the care and safety of the child must always be paramount, the setting will do all in its power to support and work with the child's family.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. If there are concerns within a setting it is important that the Supervisor is made aware of them. However children will work with a number of different adults in a setting and they should also be made aware that there are concerns about an aspect of well-being of the child in question. Any information shared with external agencies is done under the guidance of the Local Safeguarding Children Board.

Use of camera and mobile phones and other technology

We ask parents for permission to use the photos/video of their children for the purpose of displays, website, publicity and in learning journeys/developmental files.

Only photos taken by staff with a setting camera will be used. Staff will not take photos on their personal cameras or mobile phones, these will be stored in the office at all times with other personal belongings. Pre-School cameras are locked away in the office over night.

Staff will not wear expensive and possibly intrusive piece of equipment, and parents and visitors will be asked to either remove them (i.e. watches) and leave them in the office or put them in a pocket/bag. (For full details see **E-Safety Policy**)

Terrorism and Radicalisation

(taken from the Prevent Duty Document 2015)

From Wednesday 1st July 2015 The Prevent duty became law. All schools and registered early years and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The government has defined extremism in the Prevent strategy as: 'vocal or active opposition to fundamental **British Values**, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.'

As a provider we will

- Assess the risk to children being drawn in to terrorism.
- Protect children and young people from being drawn into terrorism by having robust safeguarding policy
- Ensure our safeguarding arrangements take into account the policies and procedures of the local safeguarding children board.
- Make sure we have training that gives me the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas which can lead to legitimise terrorism.
- We will ensure children are safe from terrorist and extremist material when accessing the internet. (see **E-Safety Policy**)

Key commitment - To Promote British values

We are aware of the prevent duty legislation and how we can promote British values within the setting and local community some of these ways are:

| Democracy Social | The rule of the law Moral | Individual liberty Spiritual | Mutual respect and tolerance of different faiths and beliefs Cultural |
|---|--|---|--|
| <p>PSE self-confidence and self-awareness</p> <p>Recognise and model respect for each child and their families.</p> | <p>PSE- Managing feelings and behaviour</p> <p>Support children in managing their feelings and behaviour.</p> | <p>PSE -self-confidence and self-awareness Understanding the world</p> <p>Allow children to take age / development stage appropriate risks - for example during outdoor play.</p> | <p>PSE- making relationships Understanding the world - people and communities.</p> <p>Support children's understanding of diversity and challenge negative attitudes and stereotypes.</p> |
| <p>Involve children in decision making in the setting, such as decisions on what we have for meals, which park we attend, what we play and rules.</p> | <p>Provide books that show characters help and support each other.</p> | <p>Try new ideas and encourage children to join in, making new things exciting and fun, joining in ourselves and model the behaviours ourselves. Continually praise children's efforts.</p> | <p>Model and inclusive attitude to different faiths and beliefs.</p> |

| | | | |
|--|--|---|--|
| Involvement parents in decision making about the setting - by sending questionnaires home. Have an open door policy where parents can attend the setting and feel confident to share their ideas and feedback. | Talk about emotions, use music that captures different moods. (Emotional Literacy) | Take photo's/video's of the children and share these with parents so they can see what the child has achieved at the setting. | Provide opportunities that encourage turn taking i.e. games, favourite seat in the car, choosing a story, helping set the table etc. |
| Work in partnership with local safeguarding board. | Read books about People Who Help us i.e. Police Force and Firefighters and if possible arrange visits from police and fire service. | Have talks about feelings, posters on display and help children to recognise that everyone has different opinions and to respect those. | Provide role play experiences/ resources and activities that challenge gender, cultural and radical stereotyping. |
| Play games which children have to take turns. | Talk about rules, why rules are important and what the consequences may be if not abided by. Create setting rules together. Encourage how children resolve conflict i.e. a cuddle and making them feel better. | | Help children recognise and respect both similarities and differences. Work in partnership with parents to share knowledge and experience. |
| Be a good role model to the children, lead by example. | Visit local places in the community, on walks etc. talk about things we see like road signs, traffic lights, signs inside buildings etc. | | Involve children in the wider community, visit places of worship, visit toddler groups, sure starts centres etc. |

Useful Numbers....

Access and Referral Hub - 0300 300 8585

Police - 01234 841212 / 01582 4021212

NSPCC 24 hr helpline - 0808 800 5000

Ofsted - 0300 123 1231

DBS - <https://www.gov.uk/disclosure-barring-service-check/overview>

LADO - 0300 300 4833

Prevent Officer (Channel Panel) - 0300 300 8585

Channel programme - 020 7340 7264

This policy was adopted on:.....

Signed on behalf of the setting.....

Date of next review:.....