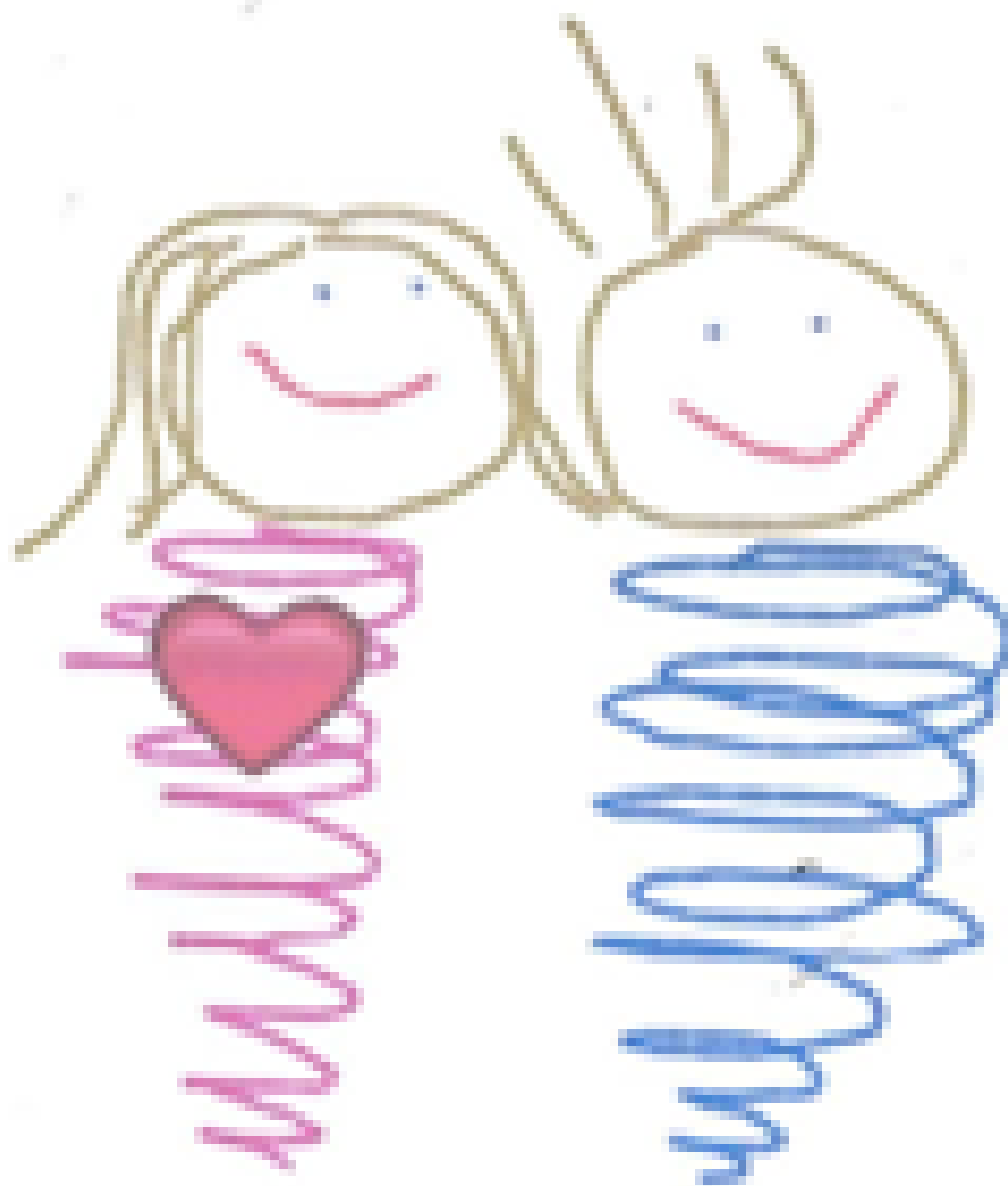

BODIAM PRESCHOOL

POLICY AND PROCEDURES DOCUMENT



THE PARISH ROOMS
SANDHURST ROAD
BODIAM
TN32 5UJ

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
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1. Admissions Policy

It is our intention to make our Bodiam pre-school genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will;

- Be flexible about attendance patterns so as to accommodate the needs of individual children and families but children will normally be admitted after their second birthday.
- Ensure that the existence of the pre-school is widely known and promoted in the local communities.
- Describe the pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups. We cater for the full ability range and the presence or absence of a special educational need is not a factor in the allocation of places to children.
- Bodiam Preschool is open to all families in the community. We do not discriminate on the grounds of gender, race, religion, colour, natural origin, or disability.
- Make all the policy documents widely available.

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| This policy was adopted at a meeting of | <u>Bodiam Pre School</u> |
| Held on | <u>8th May 2013</u> |
| Last date reviewed | <u>July 2023</u> |
| Date to be reviewed | <u>July 2024</u> |
| Signed on behalf of the committee by Linda Stevens, Chair | <u></u> |

2. Behaviour Management Policy

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We also believe that children should always be encouraged and praised for anything that is positive; e.g. anything that is good and likely to instill positive feelings in a child.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behavior of the children will be discussed and agreed within the group and explained to all newcomers, both children and adults.
- All adults will provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and endorse desirable behavior such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behavior.

When children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.
- Where appropriate this might be achieved by a period of “time out” with an adult.
- “Time out” will consist of the child sitting quietly for five or ten minutes - this will be supervised by an adult.
- In cases of serious misbehavior, such as racial or other abuse, the unacceptability of the behavior and attitudes will be made clear immediately, but by means of explanation rather than personal blame.

- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- In any case of misbehavior, it will always be made clear to the child or children in question that it is the behavior and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way.
- Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behavior problems will be handled in a developmentally appropriate way, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Persistent behavior that could be construed as 'bullying' will not be tolerated, and will be dealt with in accordance with this policy.
- A child's behavior should not be discussed in their hearing by staff, parents or other adults.
- A child should never be labelled 'bad' or 'naughty' within their hearing, this can lead to a negative effect on them.
- Adults will be aware that some kinds of behavior may arise from a child's special needs.
- Children must be stopped from causing harm to themselves and others. The children will be encouraged to respect and care for the play equipment, furniture and property. Willful damage to property is unacceptable and will be actively discouraged.

Last resort/exclusion

When behavior consistently does not match up to the rules of the pre-school:

- It must be remembered that exclusion is a last resort and all other strategies, as detailed above, must be tried first.
- In exceptional circumstances it may be best for all concerned that the parent or guardian is contacted and asked to collect the child from pre-school for the remainder of the session.

- A written record will be made of the unacceptable behavior, a copy given to the parent, and a meeting arranged in order to find the best method of resolving the problem.

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| Signed on behalf of the committee by Linda Stevens, Chair | <u><i>L Stevens</i></u> |

3. First Aid Accidents and Injuries - Policy and Procedure

To ensure that the children are treated in an appropriate way when accidents and injuries occur the following guidelines will apply:-

- At least one member of staff at each session will have attended a recognised first aid course, approved for pre-school needs.
- The pre-school manager will be responsible for checking and updating the first aid box at the beginning of Autumn, Spring and Summer terms.
- Accidents will be recorded in the accident book. Any incident that could have further consequence, or need further treatment must be recorded, as must any injury to the head.

Any necessary treatment, other than comforting should be given by a trained person. Parents must be informed of the accident on collecting the child, and must sign the accident book.

- Consent forms to be signed by parent/guardian when completing enrolment forms to allow pre-school staff to administer emergency treatment if required.
- If there is any doubt that an injury can be treated by the pre-school trained staff an Ambulance will be called. Immediately after this the child's parents should be contacted.
- If the child's parent/guardian is not present, one of the pre-school staff must accompany the child in the ambulance, taking with them the child's registration and parental consent forms.


The staff member will remain with the child until their parent arrives. The staff member will not sign any documents or forms on the parent's/child's behalf.

In the case of serious accidents, illness, injury, or death, of any child, this will be reported within 14 days from when the event happened to the relevant authority:

- Local Authority Designated Officer
- Ofsted

In the case of a minor accident/injury where there is no mark or bruise and no obvious distress to the child, the following procedure will be adhered to:

- Details of the incident/accident will be written in the Day Book
- When the Parent/Carer of the child arrives to pick them up their keyworker or designated member of staff will verbally inform the parent/carer of the accident.
- The staff member will then place a tick against the information in the Day Book and initial and date the item to confirm that the verbal message was given.

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4. Missing Child


Lost child

In the unlikely event of a child going missing within the nursery the following procedure will be implemented immediately.

- All staff present will be informed and an immediate thorough search of the nursery will be made followed by a search of the surrounding areas, ensuring that all other children remain supervised throughout.
- A staff member will notify the manager whilst other staff continue to search.
- The Manager will carry out a second search of the area.
- If the Child is still not been accounted for the Manager will contact the police.
- The Manager will also contact the parents of the missing child.
- During this period staff will be continually searching for the missing child whilst other staff maintain normal routine as possible for the rest of the children in nursery.
- The Manager will then await instructions from the police.
- Any incidents must be recorded in writing on an incident report form.
- OFSTED must be contacted and informed of any incidents.

Site security

The main door remains bolted whilst there are children in preschool. The door is only unlocked in the presence of a member of staff to let children in/out. Any adult visitors e.g., support agencies or for maintenance purposes will be accompanied by one of the preschool staff. Visitors to the preschool will be asked to sign the Visitors Book.


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4. Emergency Evacuation and Fire Procedures

The person who discovers the fire must activate the alarm.

There are 2 smoke alarms in the playroom.

- Phone the fire brigade (either from the pre-school, mobile phone or primary school opposite).
- A member of staff will collect the register and check the toilets, the kitchen and close all doors.
- All remaining staff will blow a whistle, line up children by the fire exit and lead them out of the building.
- Assemble in Parker and Ashcombe car park.
- Conduct headcount and full registration.

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6. Food Policy and Practice

The sharing of refreshments plays an important part in developing children's understanding of the importance of healthy eating and their social skills. We will ensure that it fulfils all the requirements of the registering authority and that:

- All meals and snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings
- As part of a child's initial settling-in session practitioners discuss with parents the child's dietary needs, including allergies, religious requirements and parental preferences, ensuring this is shared with the rest of the staff team.
- All dietary requirements for children and adults are detailed on a care plan, which practitioners must check before every meal time.
- Menus are planned in advance and food offered is fresh, wholesome and balanced.
- We aim to provide seasonal food where possible and we plan our snack menus and shop in advance to reduce food waste.
- We offer foods from a range of cultures giving children have the opportunity to try unfamiliar foods.
- A cooking activity will be provided at least once a week and there are opportunities for food play, giving children the opportunity to use a range of senses to explore foods.
- Water is constantly available *All children will have free access to drinking water throughout their session.*
- Children are offered food at least every 3 hours, and staff will sit with the children during snack times.
- Children are given time to eat at their own pace and not rushed.
- Children are not expected to eat everything on their plate, but can have seconds if they are still hungry. Food will never be withheld, for example a child being told they cannot have pudding if they haven't eaten their dinner.
- Menus of snacks are displayed for the information of parents. Children's preferences are taken into consideration when our menus are reviewed and children are encouraged to tell us things they like, or dislike.
- Families are given written information on the food the children have eaten /tried when they collect their child.
- Milk provided for children is whole or semi-skimmed and pasteurised.
- Food areas (including tables) are cleaned with anti-bacterial spray before and after use. *Children's independence is encouraged during food routines. The children are encouraged to help set up for meals and snacks, pour their own drinks and chop fruit and vegetables using safe tools in accordance with their age and stage of development.*
- Any families wanting advice on healthy eating or packed lunch advice can speak to a member of staff who will access this for them.

- Allergen information is available for each food item we serve.
- Children who may be reluctant to eat, or to try new foods will never be pressured; practitioners will model to the children trying new things, eating with the children where possible. Foods will still be offered to all children and praise will be given to children for trying new foods.


Where families choose to provide their child with a packed lunch, they should include:

- An ice-pack.
- A minimum of one portion of fruit or vegetables per day
- A source of protein, such as meat, fish, lentils, kidney beans, chickpeas, hummus, falafel
- A source of dairy, such as milk, cheese, yogurt, fromage frais, custard

Unless there is a special occasion, such as a religious celebration, we do not promote children eating crisps or confectionary such as biscuits, chocolate bars, chocolate coated cereal bars or sweets as these are not a requirement of a healthy diet.

We recognise that children's needs vary, where medical advice has been given about a child's diet we will always seek to meet these needs.

We aim to protect children's health including helping children to maintain a healthy weight as they grow and encouraging good dental practices.


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| Held on | <u>20 February 201</u> |
| Last date reviewed | <u>July 2023</u> |
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7. PHYSICAL ACTIVITY POLICY

We are committed to promoting the health and wellbeing of all children and practitioners in our setting. We strive to maximise opportunities for physical play in an inclusive manner, adapting activities and resources to enable all children to participate. We operate a free-flow system between the garden and indoors and encourage all children to explore the outdoor space. We explore and play outdoors in all weather conditions; on the rare occasions when there are extreme weather conditions which force us to stay indoors we will incorporate physical activities into our indoor activities. We provide varied developmentally appropriate physical activities for all children to enjoy regularly throughout the course of every day.

We will provide activities across all areas of the EYFS in our garden and change these regularly to maintain children's interest, we encourage the children to help choose activities and to have a balance of both adult-led and child-led activities. Practitioners are encouraged to be good role-models for children and so will engage in physical play alongside the children. We share news of local clubs and events through leaflets in book bags and our notice board, recognising the importance of physical activity for the health of families as a whole.

*We encourage and support families to use active transport to and from your setting.
(<http://www.sustrans.org.uk/change-your-travel/children-and-families/walking-kids>) just for your info*

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8. Illness

Parents are asked to keep their children at home if they have any infection, and to inform the pre-school manager as to the nature of the infection so that the pre-school can alert other parents if necessary. Any absence should be reported to the preschool before 9.30 a.m.

- make careful observations of any child who has been vomiting or had diarrhoea until **at least 48 hours has elapsed since the last attack.**
- If the children of pre-school staff are unwell, the children will not accompany their parents/carers to work in the pre-school.
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
- The responsibility for the use of life-saving medication such as insulin/adrenaline injections or the use of nebulisers will only be undertaken by staff appropriately trained and at the discretion of the pre-school manager and the chair of the Committee.
- All medications will be kept in a high cupboard out of the reach of children and a written record kept.
- The responsibility for the expiry dates of medicine remains with the parents.
- The pre-school will ensure that the first aid box is kept equipped as necessary. Sterile items will be kept sealed in their packages until needed.
- Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.
- The pre-school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or health agencies.

Hygiene

To prevent the spread of all infection, adults in the group will ensure that good practices are observed:-

Personal hygiene

Hands washed after using the toilet

- A large box of tissues available and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically.
- Children encouraged to shield their mouths when coughing.
- Paper towels used and disposed of appropriately.
- Hygiene rules relating to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HTV infection, can be transmitted.

In the event of a flu pandemic or similar occurrence we will follow government recommendations and guidelines as issued. Government guidelines can be assessed at: http://www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947380783


Nappy changing

Parents are asked to provide nappies/pull-ups as appropriate for their individual child.

- Any child wearing a nappy/pull-ups will be checked regularly and changed as and when needed throughout the day.
- Students on placement will not be allowed to change a child unless supervised by another member of staff.
- Staff members will wear a new pair of disposable gloves for every individual nappy change.
- When the task is completed hands are washed using soap and water.
- Wet wipes will be used at each change, according to parent's wishes.
- A nappy barrier cream will be applied if a child has a sore bottom or a parent specifically requests.
- Soiled nappies will be tied into a disposable nappy sack and put into the child's changing bag for disposal at home.
- The changing mat will be cleaned with anti-bacterial spray after each nappy change.

Cleaning and clearing


Any spills of blood, vomit or excrement will be wiped up and flushed away down the toilet. Rubber gloves will always be used when cleaning up spills of body fluids. Floors and other affected surfaces will be disinfected.

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9. Sun Safety Policy and Procedure

Bodiam Pre-school believes in sun safety to keep our children happy and safe. As part of the sun safety policy our pre-school will:-

- Educate children about the sun and how to protect their skin.
- Encourage children to wear suitable hats and clothes that provide good sun protection and use sun screens where appropriate.
- On hot sunny days, try to have our outdoor activities at times other than the middle of the day when the sun rays are most harmful.
- Hold outdoor activities in areas of shade wherever possible. Sun bathing is definitely discouraged.
- Work towards the provision of adequate shade for everybody.
- Encourage staff and parents to act as good role models by practicing sun safety.
- Regularly remind children, staff and parents about sun safety through newsletters and posters.
- Remind parents & carers to apply sunscreen before their children arrive at pre-school
- Make sure the sun safety policy is working. We will regularly monitor when we play outside, assess shade provision and review the sun safety behavior of children and staff.

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10. Administering Medicines Policy Statement

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

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

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'; the manager is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

Procedures

Children taking prescribed medication must be well enough to attend the pre-school. This should be discussed and agreed between the parents/carers and manager of the pre-school.

- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- The name of the child should be clearly written on the medication and clear instructions given and written down before the medicine is administered.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. In some cases the medication information leaflet should be included in case of adverse/sudden reaction to the medication.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information.
- No medication may be given without these details being provided :-
 - (i) full name of child and date of birth;
 - (ii) name of medication and strength;
 - (iii) who prescribed it;
 - (iv) dosage to be given in the setting;
 - (v) how the medication should be stored and expiry date;
 - (vi) any possible side effects that may be expected should be noted; and
 - (vii) signature, printed name of parent and date.

Melanie Porter or Sadie Ledger will receive the child's medication. Completed consent forms will be placed in the child's personal file in the filing cabinet and will be accessible to all staff if necessary.

The administration is recorded accurately each time it is given and is signed by staff. Parents sign

the record book to acknowledge the administration of a medicine. The medication record book records :-

- (i) name of child;
- (ii) name and strength of medication;
- (iii) the date and time of dose;
- (iv) dose given and method; and is
- (v) signed by key person/manager; and is verified by parent signature at the end of the day.
- (vi) We use our own medication form and keep them in the individual child's personal file.

Storage of medicines

- All medication is stored safely in a high cupboard out of the reach of children or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.
- All medicines will be kept in a high cupboard in the kitchen area out of reach of children or in the refrigerator – whichever is appropriate.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Long Term Medical Conditions

Children who have long term medical conditions and who may require on going medication.

- A risk assessment is carried out for each child with long term medical conditions that require on going medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training need's for staff members is part of the risk assessment.
- The risk assessment includes vigorous activities and any other nursery activity that may

give cause for concern regarding an individual child's health needs.

- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.

Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.

On returning to the setting the card is stapled to the medicine record book and the parent signs it.

If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.

As a precaution, children should not eat when travelling in vehicles.

This procedure is read alongside the outings procedure.

Legal framework - Medicines Act (1968)


Further guidance

Managing Medicines in Schools and Early Years Settings (DfES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

General Welfare Requirement: Safeguarding and Promoting Children's Welfare


The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

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11. Parental Involvement Policy

Parents are the first educators of their young children. The aim of the pre-school is to support their essential work, not to supplant them. We will:-

- make all new parents aware of the pre-school's systems and policies.
- encourage parents on an individual basis to play an active part in the management of the group.
- ensure that parents are informed on a regular basis about their child's progress.
- involve the parent in shared record keeping about their own child, either formally or informally.
- welcome the contributions of parents, whatever form these may take.
- make known to the parents the systems for registering queries, complaints or suggestions.
- provide opportunity for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home.


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| This policy was adopted at a meeting of | <u>Bodiam Pre School</u> |
| Held on | <u>8th May 2013</u> |
| Last date reviewed | <u>July 2023</u> |
| Date to be reviewed | <u>July 2024</u> |
| Signed on behalf of the committee by Linda Stevens, Chair | <u></u> |

12. Selecting Equipment / Toys – Policy and Practices

The toys and equipment in pre-school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

The equipment we provide :-

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required learning outcomes.

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13. Special Needs Practice

This policy is in keeping with the general aims of the setting and its policy on equality of opportunity. The Committee and staff of the setting will ensure that all children enjoy a broad and balanced range of experiences which meet individual needs.

Our objectives

We will give regular opportunity for parents of children with special educational needs to meet with staff and each other for informal discussions of their child's progress and to share common problems.

We will aim to extend the range of strategies staff use to positively encourage good behavior and manage inappropriate behaviours and to ensure a consistent approach by all staff.

The SENCO will hold regular meetings with staff to discuss support for children with SEN and their individual education plans, (IEPs).

Special facilities

There is possible wheelchair access through the front door and access to a toilet available.

Provisions are being sought to make easier access into the pre-school.

Identification

Children with special needs are identified through consultation with parents, observation by members of staff, and liaison with external professionals.

Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Our keyworker system ensures that each adult is specially responsible for a small group of children, so that each child receives plenty of adult time and attention.

One member of the staff team will be appointed as the Special Educational Needs Coordinator. At the present time this is Mrs Melanie Porter.

If it is felt that a child's needs cannot be met in the pre-school without the support of a one to one worker, funding will be sought to employ one.

We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers and paediatricians, to meet children's specific needs.

Provision

All children, including those with special educational needs, have access to the whole curriculum. The entire staff is responsible for meeting the needs of the children with special educational needs within the setting.

Children with special educational needs are fully included into the life and activities of the setting.

The keyworker and SENCO will plan small step targets and review progress weekly.

The SENCO in conjunction with the rest of the team will ensure suitable equipment is available and inform the Committee of any necessary additions.

Staff development

The whole team is committed to extend their knowledge and understanding of special educational needs.


Whenever possible opportunities will be given to undertake more specific training on special educational needs.

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| Signed on behalf of the committee by Linda Stevens, Chair | <u><i>L Stevens</i></u> |

14. Staffing and Employment Policy

A high adult-child ratio is essential in providing good quality pre-school care, in Bodiam Pre-school:-

- We will follow recommendations regarding the appropriate staff ratios at all times.
- Our keyworker system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all social, ethnic and cultural groups.
- All staff are trained in NVQ level 2 or 3 in Early years and childcare and all students are working towards their NVQ.
- Regular in-service training is available to all staff, both paid and volunteer members, through Surestart, Early Years Improvement Team and the Pre-school Learning Alliance and other recognized organisations.
- Our pre-school's budget includes an allocation towards training costs.
- We support the work of our staff by means of appropriate training, regular monitoring/ appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all current legislation.


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15. Student Placement Policy

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses as well as other relevant childcare courses.

Students are welcomed into the pre-school on the following conditions:-

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
- Students required to conduct child studies will obtain written permission from the parents of the child studied, with the co-operation and consent of the pre-school manager.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to children.

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
16. Settling in Pre-school - Policy and Practice

We want children to feel safe and happy in the absence of their parents, to recognize other adults as a source of authority, help and friendship, and to be able to share with their parents afterwards the new learning experiences enjoyed in the pre-school.

In order to accomplish this, we will: -

- encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child there.
- reassure parents whose children seem to be taking a long time settling into the pre-school.
- introduce new families into the group on a staggered basis, for example, two new children a day for a week rather than 10 new children all at once.
- encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

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17. Alcohol, Drugs and Smoking Policy

Bodiam Pre-school, strongly prohibits the use or possession of alcohol, illegal drugs or illegal substances on our premises at anytime.

If staff, students, volunteers or children are found to have broken the rules in respect of this policy, it will be treated as a very serious disciplinary matter.

All staff will be made aware of the provisions of this policy during their induction, including the importance of them setting a positive example to children.

All children and their parents and carers will be made aware of the rules during their settling in period.

For staff, any contravention of the provisions of this policy will be dealt with under Bodiam pre-school Staff Handbook Standards of Behaviour and Disciplinary Policies and Procedures.

Alcohol, Drugs & Illegal Substances

Staff, students or volunteers who arrive on the premises clearly under the influence of alcohol, illegal drugs or illegal substances will be asked to leave immediately and the appropriate disciplinary procedures implemented.

If staff are found in possession of illegal drugs, serious disciplinary action will follow.

If a member of staff has good reason to suspect that a parent/carer is under the influence of alcohol or illegal drugs when they drop off or collect their child, to the extent that the safety of the child is threatened, they have a duty to inform both the Manager and the designated Child Protection Officer according to the provisions of the Safeguarding Children/Child Protection policy.

In such circumstances, the Manager and the Child Protection Officer will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times.


Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly over the legal alcohol limit or who is clearly under the influence of illegal drugs.

Where an illegal act is suspected to have taken place, the police will be informed.

Smoking

Smoking is not permitted anywhere on the premises. This rule applies equally to staff, students, volunteers, children, parents/carers or any other visitors.

If a child is found in possession of cigarettes on the premises, they will be confiscated and their parent/carer informed at the end of the session.

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18. Outings and Visits

Staffing Levels

Bodiam Pre-School adheres to the standard criteria of one adult to two children for outings and visits. Qualified staff will be responsible on outings if parents or volunteers make up part of the adult contingent.

Plan of Activities

We are committed to plan and show how the outing fits into the overall curriculum plan, how activities are to be done during the outing and the follow up activities on return to the group. This will ensure maximum opportunities are available to promote and develop children's learning.

Risk Assessment

Before taking the children on any outing, a member of staff or committee will visit the venue and carry out a risk assessment for the journey and location.

Parental Permission

A consent form will be completed by parents, giving the responsible person authority for their child whilst on the outing.


Emergency Procedures

Contact telephone numbers for parents will be taken. A mobile phone, fully charged, will be carried at all times. If an accident requiring medical assistance occurs to a child, the parent will be asked to meet their child and a member of staff at the nearest hospital.

Information

- List of children, parents, phone numbers, special needs
- First Aid kit and any necessary medication, accident book
- Spare clothes, plastic bags
- Activity plan
- Timetable, including time expected home

This information will also be kept at the setting, along with the mobile phone number.

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19. Payment of Fees and Changes to Sessions Policy

To confirm a child's place, it is necessary for 4 weeks fees to be paid in advance. When the completed registration form has been accepted, your first payment should be sent via bank transfer with the child's name as a reference at least 2 weeks before the child's first session. **If 4 weeks fees are not received the reserved place will be cancelled.**

Bodiam pre-school offers places, if they are available, at any time throughout the year and 4 weeks fees are still required prior to the child's first day irrespective of the day they are booked.

All invoices are to be sent by email and must be paid by the set instalment dates. Private and confidential discussions can take place between the treasurer or manager and parents/carers if there are difficulties with paying fees. Places can be cancelled if fees are unpaid and no communication has taken place to resolve the situation.

Fees are to be paid by bank transfer or cheque. Cheques are to be made payable to Bodiam Pre School and must be handed to the manager/deputy manager or person in charge of the session. If cash is handed to a member of staff it must be counted in front of the parent/carer and checked by another member of staff. It is the parent/carers responsibility to ensure that a cash receipt is given and that the receipt and duplicate is signed for by the payee for reference.

Permanent Session Changes and Adding Sessions.


Once sessions are booked and confirmed they cannot be changed for 4 weeks. This is to ensure that the correct staffing ratios are adhered to at all times. Changes must be notified to the manager and confirmed in writing by letter or email at any time.

Adding sessions can take place at any time during the term but, as above, consideration is given to staff ratios before the sessions can be confirmed. Additional sessions will be invoice separately and are to be paid immediately upon receipt of an invoice.

Two weeks notice is required for absence due to holidays and, when possible, as much notice as is reasonable should be given for hospital appointments. Fees will not be charged for holidays or hospital appointments if the required notice is given in writing as this will give the manager the opportunity to fill the temporary place if required by another parent.

Unexpected closure of the pre-school (see unexpected closure policy) does not automatically entitle parents/carers to a free session or refund but the circumstances of the closure will be considered with regard to offering a free session or a refund.

Any changes to sessions must always be discussed with the manager, or in their absence, with the deputy.

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| Signed on behalf of the committee by Linda Stevens, Chair |  |

20. Unexpected Closure Policy Parents/Carers.

Bodiam Pre School will normally remain open in all weather conditions. Unexpected closure may occur for other reasons.

The Pre School may close for one or more of the following reasons:

- Lack of safe access to the pre-school.
- Danger of the pre-school being cut off by snow.
- Heating, electricity, gas or water failure.
- Lack of staff to ensure adequate supervision.
- Exceptionally high or low air temperatures/ severe weather conditions.


The manager will be in contact with the chairperson of the committee as early as possible before the start of a session to discuss the closure of the pre-school and a decision will be made by them. If possible a closure notice will be placed at the premises and a notice will be placed on the preschool facebook page. Parents/carers will be advised not to send their children if they feel they cannot safely complete the journey.

If severe weather sets in during the day the pre-school will attempt to make arrangements for children to travel home early. Children will only be sent home if there is someone to look after them. Staff ratios will be maintained until all children have left the pre-school.

Parents/carers will be asked to make sure we have up to date contact telephone numbers at all times in case of unexpected closure.

Replacement sessions will be offered to cover funded places if available.

Pre-school employees should follow the procedures set out in the policy for employees during adverse weather conditions.

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21. Visits to Bodiam Primary School Policy.

It is the aim of Bodiam Pre School to develop strong links with Bodiam Primary School. In order to carry this aim the following will take place and this policy will be followed.

Throughout the year the Pre School will visit the Primary School for various different activities. These will include visits to reception class in order to introduce the pre-school children into a primary school environment, sports day, the harvest festival assembly and the nativity play. There will be other occasions when the pre-school children visit the school and these visits will be included in this policy.

Procedure to follow

Parents will be informed when a visit to the primary school is taking place. This will be done by letter or a notice displayed inside and outside the pre-school. When a visit is arranged and before the visit takes place the register will be checked including staff ratios. If a higher level of staff to child ratio is required more staff will be requested to cover this visit. If no other members of staff are available a member of the pre-school committee will be requested to help or parents of children attending the session. If there are not enough adults to assist, the visit will be cancelled or postponed.


A risk assessment will be carried out for every visit. Risk assessments will be carried out even if the visit is for the same purpose.

The register will be taken over to the primary school by the manager/deputy manager to check at the beginning and end of each visit.

The pre-school staff and children will enter and leave the primary school through the back entrance to the school which is located next to the Chapel House opposite the pre-school. When leaving the primary school the pre-school staff and children **must** be allowed to leave the building after the primary school children and staff have returned to their classrooms and **before** parents leave the main building and school premises.

The register will be taken before leaving the main building, again at the gate by the back entrance of the school before leaving and finally upon returning to the pre-school building.

During the period of time the pre-school children are in the primary school all security doors and gates will be closed and monitored by primary school staff for parents/visitors leaving the school premises.

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| Signed on behalf of the committee by Linda Stevens, Chair |  |

22. Late Collection of Child Policy.

Bodiam Pre-School believe that to ensure a good routine and security for the children, parents/carers should collect their child at the designated time. After a session has ended the pre-school becomes an unsafe place for children to be, due to staff cleaning the premises, using chemicals and moving equipment and furniture, therefore children should be under supervision at this time.

Late collection prevents pre-school staff being able to start their end of day duties, resulting in them having to work later.

Whilst we understand that parents/carers may face unforeseen problems, the following policy will be put in place if regular late collection occurs.

We would expect the parent/carer to inform the pre-school without delay of the situation and to provide a time at which the child will be collected.

If a time cannot be given or it exceeds an acceptable limit, then we would ask the parent/carer to arrange for a designated person to collect the child where possible.


The parent/carer must inform the pre-school of the designated persons identity, so we can talk to the child if appropriate, this will help reduce and eliminate any stress that may be caused by the situation.

If the designated person is not known to pre-school staff, the parent/carer must provide a detailed description of this person, including date of birth. The designated person must know a safety password in order for the pre-school to release the child in to that persons care. This is the responsibility of the parent.

- A late collection fee of £1. 00 per minute will be charged after the session has ended, until the child is collected.

The parent/carer will be informed of the late collection fee, verbally by the pre-school manager/deputy and in writing from the pre-schools committee.

If after 10 minutes, no one has arrived to collect a child we will firstly try to contact the parent and then the emergency contact number. If no contact can be made with the parent(s) or the emergency contact, then after a further 20minutes SPOA will be contacted on 01323 464 222

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| Held on | <u>8th May 2013</u> |
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23. Complaints Policy and Procedure

We aim to resolve any issues or concerns that are raised by parents quickly, efficiently and without intending to cause any distress or upset.

We are open to suggestions about how to improve the running of the setting and improve the experience for both children and their parents.

We aim to manage concerns informally and encourage parents to approach a member of staff or a pre-school manager with any concerns they have.

PROCEDURES

RECORDS:

- The pre-school will keep a record of complaints including the date, the circumstances of the complaint, how the complaint was managed, discussion records, and the outcome. Records of complaints will be kept for three years in the Complaints file.
- In accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS), all written complaints relating to the pre-school's fulfilment of the EYFS requirements will be investigated and complainants notified of the outcome of the investigation within 28 days of receiving the complaint.
- A summary of the outcome of complaints will be kept in the Complaints file and made available to Ofsted and parents on request, ensuring that confidentiality is respected as appropriate.

HOW TO MAKE AN INFORMAL COMPLAINT:

- If a parent has a concern either relating to their child or the pre-school's provision, they should talk it over first of all with a preschool manager in the hope that it can be resolved amicably at this point.
- If a parent feels uncomfortable about doing this, they can approach the chair of the management committee (details are on the notice board in the entrance)

HOW TO MAKE A WRITTEN COMPLAINT:


- If a parent is unhappy with the outcome of an informal discussion, the parent should put the complaint in writing to a pre-school manager or chair of the management committee.
- The complaint will be acknowledged in writing and then fully investigated. A pre-school manager and/or chair will meet with the parent to discuss the outcome within 28 days of receiving the complaint.
- If the parent is not satisfied with the outcome of the investigation, they should request a meeting with a pre-school manager and the chair of the management committee. It is recommended that the parent has a friend or relative present.
- An agreed record should be made of the discussion, together with any decisions or actions to be taken. Everyone present should sign the record and be given a copy.
- If an agreed outcome is not found a mediator will be sourced. The mediator will hold discussions with the various parties involved, either together or separately, and will keep a record of these discussions and any suggestions for resolving the matter.

- After the mediator has investigated the concern and made suggestions, a final meeting will be held with the parent, pre-school manager and chair of the management committee to decide what action should be taken to deal with the complaint. If requested, the mediator may attend this meeting. An agreed record is made of the meeting, together with any decisions or actions. Everyone present will sign the record and be given a copy.

INVOLVING OFSTED:

- Every effort will be made to resolve concerns informally within the pre-school setting but parents may, at any stage, approach Ofsted with their concern by:


Contacting the Applications, Regulatory & Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD.
Tel – 0300 123 1231

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| This policy was adopted at a meeting of | <u>Bodiam Pre School</u> |
| Held on | <u>2 October 2017</u> |
| Last date reviewed | <u>July 2023</u> |
| Date to be reviewed | <u>July 2024</u> |
| Signed on behalf of the committee by Linda Stevens, Chair | <u></u> |

24. Handling Animals and Stroking Farm Animals

At Bodiam preschool care will be taken to ensure personal hygiene and safety at all times. All children and staff should wash their hands or use the hand gel after handling animals. Children will be supervised by a member of staff throughout the hand cleaning procedure.

Sensitivity will be shown to children who may appear scared of animals. Close supervision will be adhered to at all times when children are stroking animals.

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| This policy was adopted at a meeting of | <u>Bodiam Pre School</u> |
| Held on | <u>March 2018</u> |
| Last date reviewed | <u>July 2023</u> |
| Date to be reviewed | <u>July 2024</u> |
| Signed on behalf of the committee by Linda Stevens, Chair | <u></u> |

25. Facebook and Social Media Policy

There are too many sites to mention them all by name. This policy covers them all.

It is important when using social networking sites such as Facebook or Twitter that staff maintain confidentiality and ensure proper practice at all times. This is to protect the children, parents & families of the setting along with the staff. It is also to guard the nursery reputation and the staff's own personal reputation.

Staff must act in the best interests of the children & the setting. Staff guidelines when using their personal and Bodiam Preschool social media sites include but are not limited to;

- Staff must not mention any of the children from Bodiam Preschool on their profiles
- Staff must not write direct or indirect suggestive comments about work on their online profiles
- Staff must not publish photos of the Bodiam Preschool children on their personal online profiles
- Staff must not publish photos which reveal the identity of any children attending Bodiam Preschool on the settings online profile. Children's identity must be concealed.
- Staff must not publish photos of other staff while in the nursery on their online profiles
- Staff must not write anything about other staff members on their online profiles
- Staff must not use mobile phones to take photos in the nursery or to access social networking sites during their working hours
- Staff must not mention any of the companies that Bodiam Preschool works with on their online profile
- In order to maintain professional boundaries, staff should not have any parents as friends, or accept personal invitations to be friends from parents of the preschool for at least the duration of the child's/children's placement. Instead parents should be signposted to 'like' the official Bodiam Preschool Facebook page.
- Be cautious & mindful when accepting friend requests from colleagues.
- Staff members are advised to set their online profiles to private so that only friends are able to see their information.
- Staff are responsible for adhering to the terms of service of each site they use
- Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for a childcare professional
- The nursery logo must not be used in social media apart from the official Facebook page.
- Staff must not put the settings contact details on social media. Parents should be signposted to the nursery web page.
- Staff will not have the nursery name anywhere in their personal profile.
- Any breaches of the Facebook & social networking policy could result in disciplinary action.

- Staff must use social media in a professional, safe, responsible & respectful way. You must comply with the law.
- Staff must not use social media to attack, insult, abuse, defame or make negative or discriminatory comments about anyone.

Staff must be mindful that everything you post online is public, even with the strictest privacy settings. You must assume that everything is permanent & may be shared.

Bodiam Preschool will treat 'electronic behaviour' as it would 'non-electronic behaviour'

Bodiam Preschool has a Facebook page available. This is a communication tool for the setting. We will use it to;

- Promote certain events such as parent consultations, trips, social events & visitors
- Update parents on staff training & development
- Give hints and tips for activities the children have enjoyed and home learning ideas
- To give news
- To show photos of activities, trips or special events


We also want to invite your thoughts & comments. The preschool managers are the page administrators and will update the page on a regular basis. The page administrators reserve the right to remove any comments at any time. The intent of the policy is to protect the privacy and rights of the nursery, staff & families. We will remove any postings that

- Name specific individuals in a negative way
- Are abusive or contain inappropriate language or statements
- Use defamatory, abusive or generally negative terms about any individual
- Do not show proper consideration for others privacy
- Breach copyright or fair use laws
- Contain any photos of children without concealing their identity or without necessary parental consent.

If you would like to report an inappropriate comment then please send an email to bodiampreschool@gmail.com

Other policies that relate to this are

- Safeguarding policy
- Acceptable use Agreement
- The use of digital images / Image consent
- Privacy policy

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| This policy was adopted at a meeting of | <u>Bodiam Pre School</u> |
| Held on | <u>September 2022</u> |
| Last date reviewed | <u>July 2023</u> |
| Date to be reviewed | <u>July 2024</u> |
| Signed on behalf of the committee by Linda Stevens, Chair | <u></u> |

26. Privacy Policy

We need your consent to hold details you provide us with. All the data we gather and hold is managed in strict accordance with the Data Protection Act (1998) and any amending legislation.

Bodiam Preschool uses information from you in order for our work to be performed more efficiently and in keeping with the law. We take your privacy very seriously. This privacy policy sets out details of the personal information we collect about you and the ways in which we may use that information. We understand the special position that Bodiam Preschool holds in relation to the information that we gather and we have included separate provisions to explain how we handle information about children.

POLICY IN RELATION TO PEOPLE OTHER THAN CHILDREN

When do we collect personal information?

We collect personal information from you when you make contact with us.

What may your personal information be used for?

If you are a parent, we may use the personal information for instance to:

- Improve the services we perform as part of the contract we have with you
- Enable us to contact you as quickly as the need requires.

If you are a member of our staff, we may use your personal data for instance to:

- Ensure that you are paid properly
- Keep records for training and development whilst you are a staff member
- Keep records of health and safety issues and accidents

If you are inquiring about Bodiam Preschool and about the services it offers and needs, we may use your personal information to:

- Send you information about us
- Give you information about needs for work and services that we may have.

The categories of child level information that we collect, hold and share include:

- Personal information (such as name and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school *meal eligibility*)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Relevant medical information
- Accident/Incident records
- Reports, preschool or from outside agencies
- Special educational need information

- Photographs

Why we collect and use this information

We use the children's data:

- to support children's learning
- to monitor and report on children's progress, possibly involving other professionals
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

The lawful basis on which we use this information

We collect and use children's information under Article 6 (1) and under Article 9 (2) (special categories of personal data) of the General Data Protection Regulation, on the basis of your *consent having been given to us and the fact that processing the information is necessary for us to be able to perform the contract we have with you.*

Collecting children's information

Whilst the majority of child level information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain child level information to us or if you have a choice in this.

Storing children's data

We hold children's data for a maximum of three years after your child has left our provision, except that accident and safeguarding records will be retained until your child reaches the age of 25.

Who we share children's information with

We routinely share children's information with:

- Settings/schools that the children attend after leaving us
- our local authority
- the Department for Education (DfE)
- other professional **agencies** such as health visitor, GP, Early Years Support specialists

Why we share children's information

We do not share information about our children without consent unless the law and our policies allow us to do so.

We share children's' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins the settings funding and educational attainment policy and monitoring.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the early years census) goes to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our children to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information about Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our children from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data?
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

General Provisions

Updating and amending your personal information

You have control over the accuracy of your personal information. If at any time, you wish to verify, update or amend the personal information you have provided, please email:

bodiampreschool@gmail.com or write to us at: Bodiam Preschool, The Parish Rooms, Sandhurst

Road, Bodiam, East Sussex TN32 5UJ


Requesting access to your personal data

Under data protection legislation, parents and children have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Manager.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

| | |
|---|--|
| This policy was adopted by | <u>Bodiam Pre School</u> |
| Last date reviewed | <u>July 2023</u> |
| Date to be reviewed | <u>July 2024</u> |
| Signed on behalf of the committee by Linda Stevens, Chair | <u></u> |

27. Safeguarding

Child Protection and Safeguarding Policy and Procedure

Bodiam Preschool

This policy is due for review July 2024

Key contacts

Designated Safeguarding Lead: [Melanie Porter](#)

Deputy Designated Safeguarding Lead: [Sadie Ledger](#)

Chair of Committee: [Linda Stevens](#)

Local Authority Designated Officer (LADO and Assistant LADO): Consultation via the online portal [here](#)

Referrals into Early Help and Social Care Single Point of Advice: 01323 464222

0-19.SPoA@eastsussex.gov.uk

Emergency Duty Service (after hours, weekends and public holidays): 01273 335906/01273 335905

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Child Protection and Safeguarding Policy

1 INTRODUCTION

- 1.1. Our whole school approach to safeguarding is based upon an understanding of the local context and an attitude of '*it could happen here*'. The children at Bodiam Preschool are encouraged to grow in confidence and to build their self-esteem knowing they are in a friendly, supportive and protected environment.
- 1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of children and work together with other agencies to ensure that our school has robust arrangements to identify, assess and support those children who are experiencing or likely to experience harm.
- 1.3. Our school is a community and all those directly connected, staff, volunteers, governors, parents, families and pupils, have an essential role to play in making it safe and secure.
- 1.4. Safeguarding is not an isolated activity which is undertaken by a select few within only certain areas of school practice. Safeguarding children is everyone's responsibility and everyone at our school who has contact with children and families must play an active role in keeping children safe from harm. In that respect we take a whole school approach to safeguarding, ensuring that it is at the forefront of all our work, that it underpins all of our policies and processes and that everything we do is always with the best interests of the children at heart.
- 1.5. Our school will provide a caring, positive and stimulating environment that promotes the social, physical, emotional and moral development of the individual child, and where children feel safe.
- 1.6. We always take a child centred approach to our work and ensure that we listen to the voice of the child so that all children feel heard and understood. When children talk to an adult about a concern they may have they will always be taken seriously, they will always be supported and kept safe, they will never be given the impression that they are creating a problem or have anything to feel ashamed about.
- 1.7. We understand that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child.
- 1.8. So that children are supported to identify and manage risk in their lives we teach a range of knowledge through specific topics related to safeguarding as part of our broad and balanced preventive curriculum.
- 1.9. Although some curriculum areas are better placed for the delivery of teaching and learning around some areas, e.g. IT lessons can lead on online safety and PSHE can lead on healthy relationships, all teachers recognise that there are opportunities to reinforce the learning around these topics within all subject areas, and will plan to do so. Non-teaching members of staff recognise that they too can support learning in these areas through broader modelling of behaviours or messages.
- 1.10. The use of technology is a significant component of many safeguarding issues so as part of our whole school approach to safeguarding we have a separate Online Safety Policy within

our policies and procedures booklet which covers this area of work. This policy includes details of how internet use at the school is filtered and monitored and how we teach children to stay safe online whether they are at school or at home and how we communicate with parents to reinforce the importance of keeping children safe on-line.

- 1.11. We recognise that abuse may occur in a range of situations: within families or households, within the community, or online or face to face. We also recognise too that it is not only adults who may abuse children but also that children can abuse other children as well.
- 1.12. We recognise that just because children are not raising concerns, that is not to say that there are no concerns. For example, there may be no reported cases of child on child abuse, but such abuse may still be taking place and is simply not being reported, this is why it is so important to listen to children, teach them about risk and safety and raise awareness around how to seek support and what the school will do.
- 1.13. We take a zero-tolerance approach to child on child abuse. Further information on this area of work is within Appendix C of this policy. This should also be read alongside our Behaviour policy within our policies and procedures booklet.
- 1.14. We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies, such as Children's Social Care, in some situations.

2 SCOPE

- 2.1 In line with the law, this policy defines a child as anyone under the age of 18 years.
- 2.2 Safeguarding and promoting the welfare of children is defined as
 - Protecting children from maltreatment
 - Preventing impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable children to have the best outcomes
- 2.3 Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- 2.4 This policy applies to all adults engaged in any activity at the school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers. Within this document the term 'staff' will be used to denote those adults, specified within the previous sentence.

3 ROLES AND RESPONSIBILITIES

- 3.1 The schools lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). At our school the DSL is MELANIE PORTER. To ensure that there is cover for this role; we have also have a deputy DSLs. MEGAN McCORMICK. The DSL's responsibilities are described in Appendix E of this policy.
- 3.2 The DSL will be on our school's leadership team and their role of DSL will be explicit in their job description. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings

– and/or to support other staff to do so – and to contribute to the assessment of children. The DSL’s lead responsibility will not be delegated.

- 3.3 The preschool has two Designated Practitioners who are responsible for promoting the educational achievement of children who are looked after. These Designated Practitioners are MELANIE PORTER and MEGAN McCORMICK. They will work together to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child’s personal education plan.
- 3.4 The school has a nominated committee member responsible for safeguarding. They will champion good practice, provide critical challenge, liaise with the management and provide information and reports to the governing body.
- 3.5 The case manager for dealing with allegations of abuse made against school staff members is the Manager. The case manager for dealing with allegations against the Manager is the chair of committee. The procedure for managing allegations is detailed in Appendix A of this policy.
- 3.6 The headteacher will ensure that the policies and procedures adopted by the governing body are fully implemented, and resources and time are allocated to enable staff to discharge their safeguarding responsibilities.
- 3.7 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school’s ethos and reflected in the school’s day-to-day practice as part of a whole school approach.
- 3.8 We will ensure that all staff members, governors, volunteers and external providers have received training so that they know how to recognise potential safeguarding concerns, how to respond to children who disclose concerns and what to do if they are concerned about a child.
- 3.9 All new staff will be provided with a copy of this policy as part of their induction. Existing staff are expected to read the policy at least annually, to familiarise themselves with any updated practice. In either circumstance staff are expected to read the document in its entirety to ensure that they are aware of not just their own role and responsibilities but also the role of other key members of staff such as the headteacher and the DSL.

4 SUPPORTING CHILDREN

- 4.1 Our preschool will support all pupils by:
 - taking a child centred approach to all aspects of our work;
 - providing a preventive curriculum which includes social and emotional aspects of learning;
 - ensuring a comprehensive response across the curriculum to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly at school and at home;
 - filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material,
 - ensuring that safeguarding is included across the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
 - recognising that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities;
 - providing pupils with appropriate adults to approach if they are in difficulties;
 - ensuring that our safeguarding systems are well promoted, easily understood and easily accessible to children;

- ensuring that when children talk to an adult about a concern they may have they will always be taken seriously, they will always be supported and kept safe, they will never be given the impression that they are creating a problem or have anything to feel ashamed about.
- Ensuring that our systems of gathering pupil voice capture the full breadth of the pupil demographic, including pupils with SEND and those who are vulnerable or have experienced challenges in their lives, to understand the experience of pupils at the school, so that this can inform the development of safeguarding practice.
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring that all staff have a clear understanding of the needs of the children they are working with and understand that whilst all children need to be protected some groups of children are potentially at greater risk of harm through additional vulnerabilities or circumstances.

4.2 Additional vulnerabilities and circumstances can include:

- Looked after children
- Previously looked after children
- Children who are disabled or have certain health conditions and have specific additional needs
- Children who have special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Children who have a mental health need
- Children who are young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Children frequently going missing from care or from home
- Children at risk of modern slavery, trafficking, sexual or criminal exploitation
- Children in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- Children with a family member in prison, or who is affected by parental offending
- Children at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Children misusing drugs or alcohol themselves;
- Children who have returned home to their family from care;
- Children showing early signs of abuse and/or neglect;
- Children at risk of being radicalised or exploited;
- Privately fostered children
- Children who are persistently absent from education, including persistent absences for part of the school day

- Children or a young people who identify as lesbian, gay, bi or trans (LGBT), or who are perceived by other children to be LGBT (whether they are or not). Being LGBT, or perceived to be, is not in itself an inherent risk factor for harm, but this group can be targeted by other children. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open, so as a school we endeavour to reduce any additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

4.3 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation or bullying/cyberbullying (including prejudice based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges without understanding the consequences of doing so

To address these additional challenges our school will ensure that these children receive additional monitoring and pastoral support.

4.4 Children who have a social worker due to safeguarding or welfare needs may be vulnerable to further harm due to experiences of adversity and trauma, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and positive mental health. Our school will identify the additional needs of these children and provide extra monitoring and pastoral/academic support to mitigate these additional barriers. We recognise that even when social care intervention has ended, these additional barriers may persist, therefore so too will our additional monitoring and support.

4.5 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and education. Our school will identify the additional needs of these children and provide extra monitoring and pastoral support to mitigate these additional barriers. Where necessary, referrals will be made to mental health professionals for further support.

4.6 Our preschool takes a trauma informed approach to supporting children, considering their lived experience, and factoring this into how we can best support them with their welfare and engage them with their learning.

5 CHILD PROTECTION AND SAFEGUARDING PROCEDURE

5.1 We have developed a structured procedure in line with Pan-Sussex Child Protection and Safeguarding Procedures and Keeping Children Safe in Education: 2021, which will be followed by all members of the school community in cases where there are welfare or safeguarding concerns. This is detailed in Appendix A of this policy.

5.2 In line with the procedures, the Children's Social Care Single Point of Advice (SPoA) will be contacted as soon as there is a significant concern, or where level 3 support is required.

- 5.3 Where a crime may have been committed the police will be involved as necessary (using the NPCC-When to call the police guidance to inform this decision).
- 5.4 Where the police speak with children formally at school then the requirement, outlined in PACE Code C 2019, for children to have an Appropriate Adult will be adhered to.
- 5.5 The names of the DSLs will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring welfare and safeguarding concerns.
- 5.6 We will ensure that all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

6 THE MANAGEMENT OF SAFEGUARDING

- 6.1 We recognise that safeguarding is not a discrete area of work: there is a safeguarding dimension to almost every area of school practice. As part of our whole school approach, and to ensure an holistic view of all children, we have structures and systems in place, such as scheduled meetings and shared databases, to ensure that the DSL has oversight of areas of school organisation which may not fall directly within their remit, but may impact upon effective safeguarding. These areas include behaviour, attendance, medical needs/first aid, SEND and bullying. Information from these areas will be factored into safeguarding decision making for individual children so that their needs are considered holistically.
- 6.2 We will ensure that the DSL is kept informed of any incident of physical intervention with a child and will be aware of behaviour plans for specific children. (See Behaviour Policy for further information).
- 6.3 We will ensure that the DSL is kept informed of attendance patterns, and where there are concerns for individual children the response to this will be considered within the context of safeguarding.
- 6.4 We will ensure that the DSL is kept informed of arrangements for first aid and children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.
- 6.5 Systems are in place to ensure that hate incidents, e.g. racist, homophobic, transphobic gender or disability-based bullying/cyberbullying, are reported, recorded and considered under safeguarding arrangements by the DSL.
- 6.6 The DSL links with curriculum leads, such as PSHE and ICT, to ensure that the curriculum supports the wellbeing and resilience of pupils and teaches them about risk assessment and safeguarding issues, such as healthy relationships and online safety.

7 REPORTING CONCERNS AND RECORD KEEPING

- 7.1 All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with the ESSCP Keeping Records of Child Protection and Welfare Concerns Guidance.
- 7.2 The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.

- 7.3 Records will include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome
- 7.4 The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.
- 7.5 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including welfare and safeguarding concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority, and within 5 working days.
- 7.6 When a pupil is due to transfer to another school the DSL will consider if it would be appropriate to share any information with the new school or college in advance of the pupil leaving. For example, information that would allow the new school or college to continue supporting children who have or have had a social worker and been victims of abuse and have that support in place for when the child arrives.
- 7.7 When a new pupil joins our school, and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the DSL, the Special Education Needs Coordinator (SENCO) and the Designated Teacher for Looked After Children (LAC), as necessary.

8 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- 8.1 Our school has robust safer recruitment procedures to help prevent unsuitable people from working with children. Please see our Staffing and Employment Policy for further details.
- 8.2 All individuals working in any capacity at our school will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: September 2021.
- 8.3 We will ensure that agencies and third parties supplying staff provide us with written confirmation that they have made the appropriate level of safeguarding checks on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.
- 8.4 Professional visitors, such as Educational Psychologists, Social Workers or Local Authority Officers, will be expected to provide a professional proof of identity. Where necessary we will seek further reassurances from their employers that these persons have suitable DBS clearance etc.
- 8.5 External organisations can provide a varied and useful range of information, resources and speakers that can help our school to enrich children's education, but we will always give careful consideration to the suitability of any external organisations. This may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.
- 8.6 Parents or other relatives of children or other visitors attending activities such as a parents evening or sports day will not be expected to provide any DBS or barred list checks. The headteacher and DSL will decide case by case or event by event the level of supervision, if any, required for such persons.

- 8.7 We will ensure that we receive written confirmation from Alternative Provision providers that they have made the appropriate level of safeguarding checks on individuals working for their organisation.
- 8.8 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 8.9 We will ensure that at least one member of every interview panel has completed safer recruitment training.
- 8.10 The headteacher and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.
- 8.11 We have a procedure in place to manage allegations against members of staff and volunteers, including low-level concerns, no matter how small, in line with Keeping Children Safe in Education: September 2021. This procedure is detailed in Appendix A of this policy.

9 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 9.1 All new members of staff, including newly qualified teachers and teaching assistants, will be given an induction which includes the following:
- Issue and explain the safeguarding and child protection policy
 - Issue and explain the behaviour policy
 - Issue and explain the staff behaviour policy/code of conduct
 - Issue and explain the policy/guidance which includes the safeguarding response to children who go missing from education
 - Explain the role of the DSL and share the identities of the DSL and all DDSLs
 - Issue Part One or Annex A* and Annex B of Keeping Children Safe in Education September 2021
 - Child protection and safeguarding training (including online safety)
 - All new members of staff are expected to read the above-mentioned documents and to sign an acknowledgement of this.

*Part One of Keeping Children Safe in Education is 'information for all staff' and in general **all** staff will be expected to read it. Annex A is a condensed version of Part One and it may be issued instead of Part One to *some* staff who do not directly work with children. Decisions around which version is read by whom will be made on an individual basis by the headteacher and DSL.

- 9.2 The safeguarding induction and ongoing safeguarding training of staff will be integrated aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. In particular it will include:
- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
 - Staff advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
 - When concerned about the welfare of a child, staff should always act in the best interests of the child.

- Staff understand that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Staff understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour and positive mental health and that these barriers may persist even when the social care intervention ceases.
- Staff understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour and education.
- Staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- Staff understand that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently via online channels and in daily life. Children can also abuse their children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- Staff to be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school and online.
- Staff to understand, that even if there are no reports in the schools of child on child abuse it does not mean it is not happening, it may be the case that it is just not being reported.
- Staff to understand the importance of challenging inappropriate behaviours between children, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Staff know how to respond to a child who makes a disclosure of abuse or harm.
- If staff are unsure, they should always speak to the DSL or deputy DSL.
- If staff have any concerns about a child’s welfare, they should act on them immediately.
- Staff should not assume a colleague or another professional will take action.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPOA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- Teaching staff in all subject areas to understand that there will be various opportunities, planned and unplanned, to reference, reinforce or develop aspects of the safeguarding agenda within their lessons such as online safety, healthy relationships, challenging hate or prejudice and critical thinking.

9.3 The DSL will undergo updated safeguarding and child protection training every two years. In addition to this their knowledge and skills will be updated regularly, and at least annually, to keep up with developments relevant to the role.

- 9.4 All staff members of the preschool will receive appropriate safeguarding and child protection training (whole-school training) annually. The DSL will provide ongoing briefings to the school on any changes to safeguarding and child protection legislation and procedures and relevant learning from local and national serious case reviews as required, throughout the year.
- 9.5 Staff members who miss whole school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, or receiving 1:1 training from the DSL. The DSL will be responsible for arranging this.
- 9.6 The nominated governor for safeguarding and child protection will attend Governor Services training prior to or soon after appointment to the role; this training will be updated every three years.
- 9.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding and child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 9.8 On the first occasion which staff members provided by other agencies and third parties, e.g. supply teachers and contractors come to our school to work; they will be provided with details of the safeguarding arrangements at our school, which will include identifying the DSL and the process for reporting welfare concerns. This will be done during a formal induction and the relevant up to date policies and procedures will be shared.
- 9.9 The school will maintain accurate records of staff induction and training.

10 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- 10.1 We recognise that all matters relating to safeguarding and child protection are confidential.
- 10.2 The headteacher or the DSL will disclose information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.
- 10.3 All staff members are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 10.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 10.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 10.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix A of this policy.

11 INTER-AGENCY WORKING

- 11.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.
- 11.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

11.3 We will participate in safeguarding practice reviews (previously known as serious case reviews), other reviews and file audits as and when required to do so by the ESSCP. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

12 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS ALTERNATIVE PROVISION PROVIDERS

12.1 We will ensure that contractors and providers are aware of our school safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

12.2 We will seek written confirmation that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education: September 2021. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

12.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

12.4 When the school place a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of our own staff. We will also ensure that the alternative provision provider is aware of any risk factors or safeguarding concerns for any pupil placed with them by us and that they can meet their needs. In respect of us being responsible for the safeguarding of that pupil we will establish agreements and protocols with the alternative provision provider for the sharing of information such as daily attendance or emerging concerns.

13 SITE SECURITY

13.1 The school site is surrounded by a continuous perimeter fence/wall to reduce the risk of unauthorised access/egress.

13.2 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

13.3 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

13.4 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

14 USE OF SCHOOL PREMISES FOR NON-SCHOOL/ ACTIVITIES

14.1 When we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community

or extra-curricular activities) we always ensure that appropriate arrangements are in place to keep children safe.

- 14.2 When the services or activities being provided are under the direct supervision or management of the school, then arrangements for child protection outlined within this policy will apply.

15 WHISTLEBLOWING AND COMPLAINTS

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues (including low level concerns). If necessary, they will speak with the headteacher, the chair of the governing body or with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns with any of the aforementioned they can contact the NSPCC helpline on 0800 028 0285 or via help@nspcc.org.uk or [Whistleblowing Advice Line NSPCC](#)
- 15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. This can be found in our Policy and Procedures booklet.

16 QUALITY ASSURANCE

- 16.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL
- 16.2 We will complete a self-assessment audit of the school's safeguarding arrangements at frequencies specified by the ESSCP and using the audit tool provided by the Standards and Learning Effectiveness Service for this purpose.
- 16.3 The school's senior management and the governing body will ensure that action is taken to remedy without delay any areas for development identified in safeguarding and child protection arrangements.

17 THE LEGAL FRAMEWORK

- 17.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent educational establishments, including free schools and academies.
- 17.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
- 17.3 Under section 14B of the Children Act 2004, the East Sussex Safeguarding Children Partnership (ESSCP) can require a school, college or early years provider to supply information in order to perform its functions. This must be complied with.

- 17.4 Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage
- 17.5 This policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:
- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*
 - *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021*
 - *Sexual violence and sexual harassment between children in schools and colleges, September 2021*
 - *Pan-Sussex Child Protection and Safeguarding Procedures*
 - *Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018*
 - *Statutory Framework for the Early Years Foundation Stage, April 2017*

18 POLICY REVIEW

- 18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with that policy review cycle.
- 18.2 The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

19 LINKED POLICES AND PROCEDURES

- 19.1 The following policies are available from the SLES Safeguarding czone page:
- Online Safety Policy and Guidance
 - Staff Behaviour Policy / Code of Conduct
 - Supervision of Children Policy
 - Keeping Records of Child Protection and Welfare Concerns
- 19.2 The following polices are found in our policy and procedures booklet:
- The use of digital images
 - Administering Medicines
 - Preventing Extremism
 - Behaviour Management
 - Lost Child
 - Complaints procedure
 - Drug and Alcohol and Smoking
 - Equalities Policy
 - Health and Safety Policy and other linked policies and risk assessments
 - ICT Acceptable Use Policy
 - Outings and visits
 - Staff and Employment Policy and procedures
 - Special Educational Needs and Disabilities Policy

APPENDIX A

Child Protection and Safeguarding Procedure

1 DEFINITIONS

- 1.1 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.2 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 1.3 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 1.4 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.5 **Safeguarding** is the action we take to promote the welfare of children and protect them from harm.
- protecting children from maltreatment;
 - preventing impairment of children's mental or physical health and development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.

2 CATEGORIES OF ABUSE

- 2.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on Children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 2.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 2.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (which is classed within a broader range of issues known as child on child abuse) in education and all staff should be aware of it and of the school policy and procedures for dealing with it. The school response to child on child abuse is detailed within Appendix C of this policy.
- 2.5 Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.
- 2.6 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 2.7 Depending on the age and capacity of the child, staff should be aware of possible self-neglect, e.g. where a child may not be following medical guidance or taking medication as prescribed. Where this is the case this should be raised as a safeguarding concern.

3 RECOGNITION – WHAT TO LOOK FOR

- 3.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <https://sussexchildprotection.procedures.org.uk/page/contents> for further guidance.
- 3.2 In an abusive relationship, the child may:
- appear frightened of their parent(s)
 - act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups
 - however, they may also not exhibit any signs of stress/fear
- 3.3 In an abusive relationship, the parent or carer may:

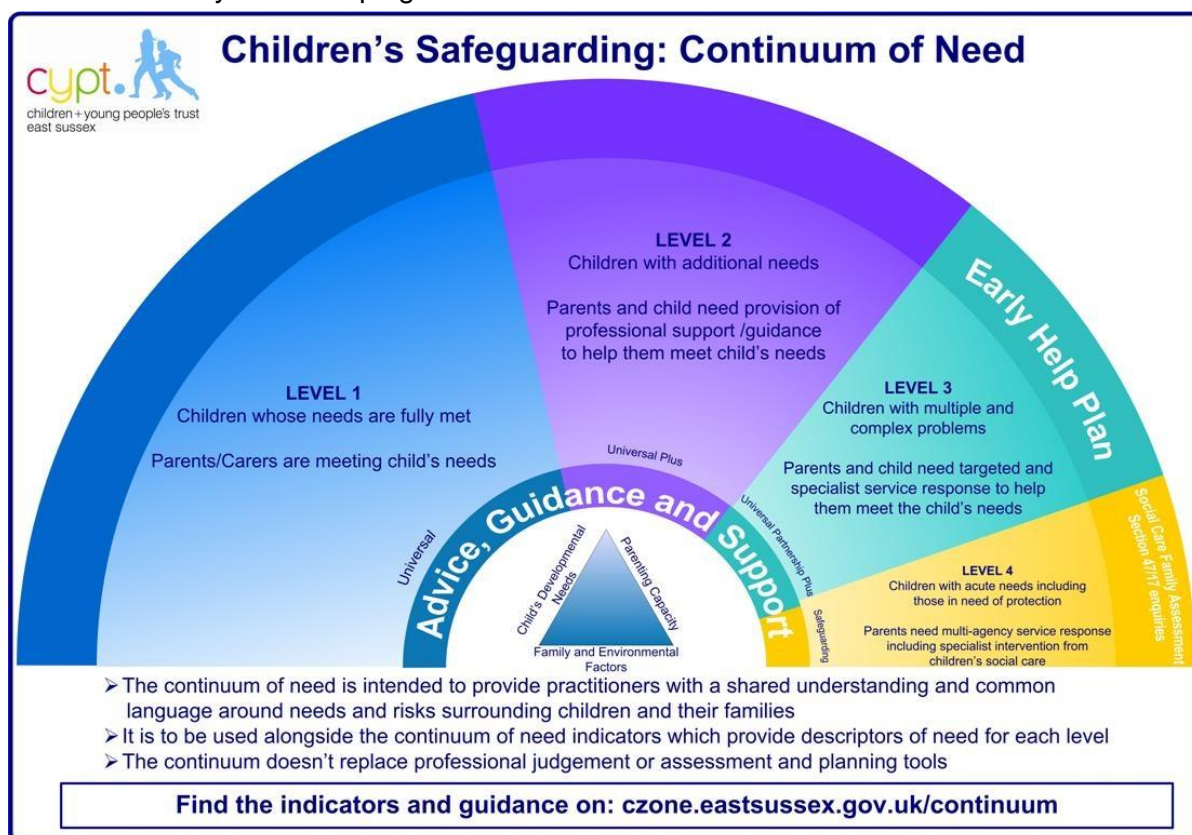
- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

3.4 Serious case reviews, now known as safeguarding practice reviews, have found that parental substance misuse, domestic abuse and mental health problems, if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty; frequent house moves or eviction.

4 SAFEGUARDING CHILDREN CONTINUUM OF NEED

4.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families. It is important that all members of staff are familiar with it.

4.2 The Continuum of Need shows that a child's or family's additional needs can be on a range from one to four, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



4.3 **The Continuum of Need identifies four levels of need.**

Level 1:

- children who are achieving expected outcomes

- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

Level 3:

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

4.4 By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

4.5 When assessing cases of possible neglect the ESCC Neglect Matrix will be used. This tool mirrors the Continuum of Need, but with greater focus upon potential indicators of neglect mapped across each of the four levels of need.

5 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

5.1 When concerned about the welfare of a child, staff should always act in the best interests of the child.

5.2 Staff should always speak to the DSL or deputy DSL about any concern with a child.

5.3 If staff have any concerns about a child's welfare, they should act on them immediately.

5.4 Staff should not assume a colleague or another professional will take action.

5.5 The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPoA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

5 At Bodiam preschool all concerns should be reported using the welfare concern form, which are available in the staffroom.

6 DEALING WITH A DISCLOSURE MADE BY A CHILD

6.1 If a child discloses that he or she has been abused or experienced harm in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.

- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child’s mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not promise confidentiality – it may be necessary to refer the child to Children’s Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL
- .

7 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD

- 7.1 In general we will always discuss any concerns the school may have with the child’s parents. They need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 7.2 If we make a decision not to discuss our concerns with the child’s parents or carers this will be recorded in the child’s safeguarding file with a full explanation for our decision.
- 7.3 It is important to consider the child’s wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
- 7.4 When talking to children, we will take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
- 7.5 How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from Children’s Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 7.6 If concerns have arisen as a result of information given by a child, we will reassure the child but not promise confidentiality.
- 7.7 We will discuss our concerns with the parents and seek their consent to making a referral to Children’s Social Care, unless we consider that this would place the child at increased risk of significant harm.
- 7.8 We do not need the parents’ consent to make a referral if we consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
- 7.9 If parents refuse to give consent to a referral but we decide to continue, we will make this clear to Children’s Social Care.
- 7.10 If we decide to refer a child without the parents’ consent, we will record this with a full explanation of our decision.
- 7.11 When we make our referral, we will agree with Children’s Social Care what the child and parents will be told, by whom and when.

8 EARLY HELP FOR CHILDREN AND FAMILIES

- 8.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- 8.2 Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for the children identified in part 4 of the main policy document..
- 8.3 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children July 2018* and local guidance, to any child who needs it.
- 8.4 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the East Sussex Safeguarding Continuum of Need tool to identify what level of need the child or their family has.
- 8.5 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- 8.6 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.
- 8.7 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate, or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Single Point of Advice for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

9 CHILDREN'S SOCIALCARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

- 9.1 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), we will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.
- 9.2 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
- 9.3 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome focused child protection plan and will ensure that the child's wishes, and views are considered in their own right in planning.
- 9.4 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
- 9.5 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.
- 9.6 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

10 INFORMATION SHARING AND CONSENT

- 10.1 It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.
- 10.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.
- 10.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.
- 10.4 The Data Protection Act 2018 and the General Data Protection Regulations 2018 are not barriers to sharing information and do not change duties under safeguarding. They are there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- 10.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- 10.6 We will be clear about the purpose of sharing confidential information and only share as much as we need to achieve the purpose.
- 10.7 We will try to get consent from parents (or the child, if they have sufficient understanding¹) to share information, if possible. However, we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we will record this with a full explanation of the decision.
- 10.8 **Consent will not be sought from parents or carers** (or the child, if they have sufficient understanding), if:
- it would place a child at increased risk of harm; or
 - it would place an adult at risk of serious harm; or
 - it would prejudice a criminal investigation; or
 - it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
 - required by law or a court order to share information.
- 10.9 **Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.
- 10.10 **Consent is necessary**, for:
- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.

¹ Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.

- Early help (level 3) referrals and assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

10.11 Where there is any doubt about the need for seeking consent, advice will be sought from the DSL or from the Children's Social Care Single Point of Advice.

10.12 A record will be made of the decision to share information, with or without consent, and the reasons for it. Equally a record will be made of any decision not to share information including the reason for this.

11 RECORD KEEPING

11.1 Accurate and timely record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

11.2 All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Information will be kept confidential and stored securely.

11.3 Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

11.4 Records will be factual, accurate, relevant, up to date and auditable. They will support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

11.4 All staff members, governors, volunteers, contractors and activity providers will ensure that they record and report safeguarding concerns in line with guidance from the ESSCP Keeping Records of Child Protection and Welfare Concerns Guidance.

11.6 The DSL will ensure that records are maintained accurately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

12 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

12.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

12.2 We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of safeguarding in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the headteacher, or the chair of governors.

12.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

12.4 If there are any professional disagreements with practitioners from other agencies, the DSL or the headteacher will raise concerns with the relevant agency's safeguarding lead in line

with section 7.2 Resolving Professional Differences guidance in the Pan-Sussex Child Protection and Safeguarding Procedures

- 12.5 If the school disagrees with the child protection conference chair's decision, the DSL or the headteacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

13 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF

- 13.1 Within this document the term staff should be broadly read as any adult working within the school, whether directly employed, providing a contracted service, a one-off service such as a supply teacher or a volunteer.

- 13.2 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

- 13.3 Allegations sometimes arise from a differing understanding of the same event but, when they occur, they are distressing and difficult for all concerned. We also recognise that some allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

- 13.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education September 2021 and Pan Sussex Procedures are adhered to and will follow the flowchart in Appendix F of this policy.

- 13.5 If an allegation is made or information is received about an adult who works in our school which indicates that they have:

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

the member of staff receiving the information will inform the headteacher immediately. Should an allegation be made against the headteacher, this will be reported to the Chair of Governors. In the event that neither the headteacher nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as headteacher or the Vice Chair of Governors.

- 13.6 The manager or Chair of Committee will follow the flowchart in Appendix F of this policy. No member of staff or the governing body will undertake further investigations before receiving advice from Single Point of Advice or LADO.

- 13.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the headteacher or Chair of Governors should follow the flowchart in Appendix F of this policy and make the appropriate contact direct.

- 13.8 Supporting people:

- The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The manager will ensure that the child and family are kept informed of the progress of the investigation.

- The school will need to contact their Personnel/HR lead for the organisation for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which will be chaired by Children's Social Care or the LADO if the staff member is employed by ESCC).
- The Personnel/HR lead for the organisation will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The manager will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.
- The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the practitioner who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

13.9 The preschool has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the Personnel/HR lead for the organisation. In the case of a member of teaching staff, a decision will be made about whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

13.10 In line with Keeping Children Safe in Education September 2021, under no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

13.11 Where there are conduct issues with a supply teacher, which may not reach the threshold for safeguarding, we will consult the LADO nonetheless.

13.12 The agency for the supply teacher will be fully involved and expected to co-operate in any enquiries from the LADO, police and/or children's social services.

13.13 Where directed to do so by the LADO, police and/or children's social services, the school will support any safeguarding investigation of a supply teacher by collecting the facts when an allegation is made.

13.14 In this respect it may be that the school take a lead on that safeguarding element of investigation.

14 PROCEDURE FOR MANAGING LOW-LEVEL CONCERNS

14.1 As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the preschool (including supply practitioners, volunteers and contractors) are dealt with promptly and appropriately.

- 14.2 Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable our preschool to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the preschool are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.
- 14.3 If anyone has a 'low-level' concern this does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in section 13 of this annex. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- 14.4 Examples of such behaviour could include, but are not limited to:
- Being over friendly with children;
 - Having favourites;
 - Taking photographs of children on their mobile phone;
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - Using inappropriate sexualised, intimidating or offensive language.
 - Humiliating pupils.
- 14.5 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.
- 14.6 It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly with the headteacher (this should include self-referral) so that they can be recorded and dealt with appropriately. (Where the concerns may be about the Manager, see 13.5 above for who to refer those to). Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false allegations or misunderstandings.
- 14.7 If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously and to the individual involved, along with any witnesses.
- 14.8 Where a low-level concern arises about supply staff or contractors, their employer will be notified so that any potential patterns of inappropriate behaviour can be identified.
- 14.9 If there is ever any doubt as to whether information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, then the LADO will be consulted
- 14.10 To ensure that there is clarity about how staff should behave, and to avoid inadvertent or thoughtless behaviour, staff should ensure that they have fully read and understood the Staff Handbook.

15 THE USE OF 'REASONABLE FORCE'

- 15.1 There are circumstances when it will be 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 between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

- 15.2 Please see behaviour policy (and ESBSAS [Restrictive Physical Intervention Guidance for Schools Settings and Colleges May 2021](#)) for further guidance on the use of reasonable force and restrictive physical interventions.
- 15.3 When managing incidents of reasonable force and restrictive physical interventions the school will consider whether to liaise with the LADO, where it is thought that the physical intervention may lead to an allegation.

APPENDIX B

Specific Safeguarding Issues

1 INTRODUCTION

1.1 Annex B of Keeping Children Safe in Education September 2022 identifies a number of specific safeguarding issues, listed below, which all staff need to be aware of. All staff must read Annex B of Keeping Children Safe in Education September 2022 to ensure that they can identify any indicators of any of these possible issues and raise them with the DSL where they have a concern about a child at the school.

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation, the Prevent duty and the Channel Process
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

1.2 There is mandatory reporting duty for teachers with regards to FGM so staff should take careful note of that when reading Annex B of Keeping Children Safe in Education.

1.3 Within this appendix there is further local information, in addition to the information provided in Annex B of Keeping Children Safe in Education September 2022, on the following issues

- Children Missing from Education
- CCE, CSE and County Lines: MACE
- Domestic abuse
- Children with medical conditions
- Prevent
- Private Fostering
- Self-Harm and suicidal behaviour

1.4 Child on child abuse is dealt with separately in Appendix C of this policy.

1.5 Further information about preventing extremism and radicalisation (the Prevent Duty) is provided in Appendix D of this policy.

2 CHILDREN MISSING FROM EDUCATION

2.1 All staff should be aware that children going missing, particularly persistently, can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation, including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour' based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to

help prevent the risks of a child going missing in future. This includes when problems are first emerging but also where children are already known to Children's Social Care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

- 2.2 All staff should be aware of the importance of completing registers in a timely and accurate way.
- 2.3 All in-school procedures around absence, should be followed by staff. Although the DSL has oversight of attendance, this does not prevent staff from speaking directly with the DSL about the attendance/absence of any child about whom they have concerns, and indeed they should do so.

3 CCE, CSE AND COUNTY LINES: MACE

- 3.1 As part of the graduated support available to schools for MACE (Multi Agency Child Exploitation) and VARP (Vulnerable Adolescent Risk Panel) pupils at risk of exclusion there is a mechanism to ensure that schools are aware of the support available to them to maintain the placement when a pupil open to the MACE Operational Group or VARP is at risk of exclusion. To ensure schools are aware of the universal support available to maintain full time education in these cases, and to provide an opportunity for additional, targeted, multi-agency support where required, an Education Review Meeting (ERM) can be requested by the school, through the MACE Operational Group process, or through the VARP, as a tool to prevent exclusion. An ERM will also be automatically triggered by the fixed term exclusion of a pupil open to MACE Operational Group or VARP, to prevent the risk associated with further exclusion. Further information on ERMs is on the [ESBAS Resources page](#) as well as a [VSB on the topic](#).

4 DOMESTIC ABUSE

- 4.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- 4.2 Operation Encompass is coordinated by Sussex Police. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the school, via a secure email, before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.
- 4.3 When approaching conversations with children or adults about domestic violence and abuse we will do so in line with the ESCC Domestic Abuse Toolkit: Supported Conversations with Young People and their Carers

5 CHILDREN WITH MEDICAL CONDITIONS

- 5.1 Children with medical conditions will be supported in accordance with the Administering Medicines Policy within our policy and procedures booklet and the statutory guidance Supporting Pupils at School with Medical Conditions 2015.

- 5.2 The school will ensure that arrangements are in place to support children with medical conditions. These arrangements will be informed through liaison with the parents and medical professionals, where appropriate, and dependent on the age and capacity, the child as well.
- 5.3 Most ongoing conditions will require an individual healthcare plan, unless it is agreed that this would be inappropriate and disproportionate.
- 5.4 The healthcare plan will be shared with staff as necessary, to ensure that staff are aware of what arrangements are in place, as well as any emergency procedures.
- 5.5 Systems are in place to ensure that the Designated Safeguarding Lead is kept informed of arrangements for children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.
- 5.6 The DSL will consult with Health Professionals and consider further safeguarding actions in the event of:
- concerns about attendance
 - if a medical condition is impacting on a child's ability to participate in normal school activities
 - if emergency treatment is being provided regularly
 - If there has been a significant health event at school
- 5.7 In respect of health concerns for a child the DSL will give due consideration to the possibility of fabricated or induced illness and perplexing presentations.

6 PRIVATE FOSTERING

- 6.1 Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.
- 6.2 Private Fostering definition: Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step-parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.
- 6.3 Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or into prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.
- 6.4 School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.
- 6.5 Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

7 SELF-HARM AND SUICIDAL BEHAVIOUR

- 7.1 Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. We will make use of the ESCC Self-harm Toolkit to support our practice in this area.
- 7.2 The DSL will always make onward referral to mental health specialist services or Children's Social Care, in line with the Pan-Sussex Child Protection and Safeguarding Procedures.
- 7.3 Within East Sussex there is a protocol so that when a young person attends the Emergency Department of The Conquest Hastings or the Eastbourne District General Hospital, and self-harm is evident, the hospital will seek to share information with the DSL at the young person's school or college. The sharing of this information is based entirely upon consent from the young person/parent/carer, so the school will not receive information about every incident. Where the school does receive information about an incident of self-harm, this will be a care plan devised by a paediatric liaison mental health nurse who assessed the young person at the hospital. Any care plan received will be used to inform the ongoing safeguarding of that young person and communication/liaison with the young person/parent/carer will be arranged to facilitate this.
- 7.4 If a young person's presentation at the Emergency Department represents a safeguarding concern, then the safeguarding team at the hospital will raise this through their own safeguarding processes and SPOA will be informed. In this respect not all presentations at the Emergency Department will automatically trigger a referral to SPOA, so if on receipt of a care plan from the hospital further concerns emerge, either from existing contextual information the school has, or from new information shared by the young person, then we will follow our usual safeguarding processes and consider making a referral to SPOA.

Further information on the local procedures in response to the above issues can be found within section 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#).

APPENDIX C

CHILD ON CHILD ABUSE

At this school we take a zero-tolerance approach to child on child abuse.

- 1.1 Throughout this appendix reference will be made to the terms perpetrator and victim. These terms appear within DfE guidance such as Keeping Children Safe in Education and are easily understood. These terms are being used within this document to aid the flow of sentences however when discussing incidents of child on child abuse with children, parents or carers the term perpetrator should be replaced with 'child who has displayed X behaviour' and victim should be replaced with 'child who has experienced X behaviour'.
- 1.2 All staff should be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.
- 1.3 Child on child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between children;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- 1.4 All staff understand the importance of challenging inappropriate behaviours between children, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 1.5 All staff understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they will act on them immediately rather than wait to be told.

- 1.6 The initial response to a report of child on child abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse to report or come forward.
- 1.7 Staff understand that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.
- 1.8 Staff will be mindful that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- 1.9 All staff will reassure victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- 1.10 All staff should understand, that even if there are no reports in the school of child on child abuse it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the DSL or deputy.
- 1.11 If an allegation of child on child abuse is made:
- The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
 - Staff will record the disclosure and inform the DSL.
 - The DSL will assess the information and identify appropriate outcomes to the incident, which may include school-based support or interventions, and or referrals to other agencies, as necessary, such as SPoA, Children's Social Care, CAMHS and the Police (if the allegation involves a potential criminal offence).
 - Where it is necessary to contact the police we will explain to those children involved that the law is in place to protect children and young people rather than to necessarily criminalise them, and this will be explained in such a way that avoids alarming or distressing them.
 - When responding to a disclosure of child on child abuse the wishes of the victim, in terms of how they want to proceed, will be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
 - A risk assessment will be completed and where necessary a written support plan created for all children involved, including the child/ren who has experienced the abusive behaviour and the child/ren who is alleged to have displayed the abusive behaviour as well as any others affected, with a named person they can all talk to if needed.
 - Any risk assessment will give consideration to potential intra-familial harms and any necessary support for siblings.
 - Where an incident has occurred within the school then the time and location will be identified, and a risk assessment completed to make the location safer.

- Risk assessments and support plans will be completed in conjunction with parents/carers, the child (depending on their age) and with support from any other agencies involved such as Children's Social Care or the police.
- The format of any support plan will vary with the exact nature of the incident, but will always be in line with processes outlined in the behaviour or anti-bullying policies (amend names as needed)
- If the incident involves a Harmful Sexual Behaviour (HSB) then the guidance in the [East Sussex Protocol for Managing Child on child Harmful Sexual Behaviour in Schools](#) will be followed and a Safeguarding Risk Reduction Plan created accordingly.
- Incidents involving consensual and non-consensual sharing of nudes and semi nudes images and or videos will be managed in line with guidance in [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(publishing.service.gov.uk\)](#)
- Any risk assessments/support plans devised will be shared with staff within the school, as necessary, to ensure that staff are aware of the additional measure in place to safeguard those children.
- Alongside actions to provide protection and support to both victims and perpetrators of child on child abuse, Where appropriate, they may also need to be managed through the school behaviour policies.
- All incidents of child on child abuse will be categorised and recorded by the nature of the incident i.e. bullying (including the type such as cyber, racial, biphobic, transphobic and homophobic etc), physical abuse (identifying the specifics: hitting, kicking etc) or a Harmful Sexual Behaviour or other specifics such as sexting/sharing nudes and semi-nudes or whether the incident was potentially criminal).

1.12 The school will minimise the risk of child on child abuse by:

- Challenging behaviours, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Addressing any inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys, whilst at the same time recognising that any of these issues can affect any pupils regardless of their gender.
- Ensuring our whole school approach to safeguarding and preventive curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils are aware of the different ways in which they can speak with an adult outside of the school through agencies such as Child Line or the NSPCC.
- As a school we gather pupil voice to capture the full breadth of the pupil demographic, including pupils with SEND and those who are vulnerable or have experienced challenges in their lives, to understand the experience of pupils at the school, so that this can inform the development of safeguarding practice.
- Ensuring that staff are aware of child on child abuse and maintain an attitude of 'it could happen here', as they do with all areas of safeguarding.
- Ensuring that staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

- 1.13 Sexual violence and sexual harassment between children is an element of child on child abuse which requires particular consideration due to the potentially criminal nature of incidents. As with other areas of child on child abuse these types of behaviours and incidents may occur within the community, outside of the school day, or indeed within the school premises, during the school day. In either instance the abuse could be occurring face to face or online. In many cases abuse will take place concurrently via online channels and in daily life.
- 1.14 Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk of experiencing sexual violence or harassment. Although it is more likely that it will be perpetrated by boys, it is recognised that boys will at times be victims as well. In any case, all child on child abuse is unacceptable and will be taken seriously and not tolerated.
- 1.15 Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our school as well.
- 1.16 Sexual violence and harassment form part of a broader range of Harmful Sexual Behaviours (HSB). All problematic and Harmful Sexual Behaviours will be responded to by the school. Sexual violence refers to those behaviours which are offences under the Sexual Offences Act 2003, as described below:
- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
 - **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
 - **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- **Sexual consent**

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

1.17 When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

1.18 Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the school will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim).
- displaying pictures, photos or drawings of a sexual nature;
- upskirting;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

1.19 All child on child abuse is unacceptable and will be taken seriously.

APPENDIX D

PREVENTING EXTREMISM AND RADICALISATION

- 1.1 All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), 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.
- 1.2 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is all part of our whole school approach to safeguarding.
- 1.3 When approaching this area of work our school uses the following accepted Governmental definitions of extremism, radicalisation and terrorism:
 - **Extremism** is the 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. This also includes calling for the death of members of the armed forces.
 - **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
 - **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 1.4 There is no place for extremist views of any kind in our school, whether from internal sources, pupils, staff or governors, or external sources - school community, external agencies or individuals.
- 1.5 Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.
- 1.6 We are aware that technology is a significant component of many safeguarding and wellbeing issues and that children are at risk of being exposed to illegal, inappropriate or harmful content including radicalisation and extremism online. As such the school will ensure that children are safe from terrorist and extremist material when accessing the internet in school by establishing appropriate levels of filtering and supporting this with our Preventative Curriculum. For further information please see our Online Safety policy (school to link relevant policy)
- 1.7 We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- 1.8 We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.
- 1.9 We will ensure that all our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

- 1.10 We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- 1.11 We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation
- 1.12 As part of our whole school safeguarding responsibilities school staff will be alert to:
- Disclosures by pupils of their exposure to the extremist actions, views, or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
 - Graffiti symbols, writing or artwork promoting extremist messages or images.
 - Pupils accessing extremist material online, including through social networking sites.
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance.
 - Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
 - Pupils voicing opinions drawn from extremist ideologies and narratives.
 - Use of extremist or 'hate' terms to exclude others or incite violence.
 - Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
 - Attempts to impose extremist views or practices on others.
 - Anti-Western or Anti-British views.
- 1.13 We encourage the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.
- 1.14 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
 - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
 - Activities are matched to the needs of pupils
 - Activities are carefully evaluated by schools to ensure that they are effective
- 1.15 We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.
- 1.16 We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.
- All concerns will be reported to the DSL.

- All concerns will be fully investigated and responded to from a safeguarding perspective, alongside, where needs be, the Behaviour Policy/Code of Conduct.
 - Parents/carers will be contacted, and the concern discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident.
 - If a crime has been committed then the police will be contacted.
 - If the school are concerned that someone is vulnerable to radicalisation, we will submit a [Prevent referral form](#). This referral is screened by the police Prevent team to determine if the young person is vulnerable to being drawn into terrorism.
 - If a vulnerability is identified the case will be discussed at the local 'Channel' meeting - a voluntary programme through which individuals consent to receive support to address their vulnerabilities and reduce the risk to them.
 - The school will have a representative at these meetings.
- 1.17 The arrangements for recruiting all staff, governors and volunteers, to our school will follow guidance for safer recruitment. Within this we will be alert to the possibility that people may seek to gain positions within our school to unduly influence our schools' character and ethos. We are aware that such people seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- 1.18 Where the school premises are used for non-school activities we will ensure due diligence around those activities to ensure that these do not conflict with the Prevent Duty.
- 1.19 The headteacher, Chair of Governors and DSL will all complete Prevent Training. Whole school safeguarding training will include Prevent.
- 1.20 The ongoing whole school approach to fulfilling the Prevent Duty will be informed by a risk assessment which will take into account the local context and the pupil demographic. This will determine the level and frequency of any additional training as well as curriculum content or interventions for groups or individual pupils.

Risk assessment considerations for 2022/23 (East Sussex)

Local Channel referral themes currently include:

- Males (13-17yrs): Think families and future outcomes for younger children.
- Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms.
- ASD traits are often present but should not be considered as the only vulnerability
- Racist views (comfortable in expressing these openly to children either online or in person) and other hate themes: religion/sexuality/disability
- Mental health: anxiety, low mood, depression and self-harm
- Historic and current bullying which have left a negative impression on them about their school: how they view their children and as well as staff who dealt with any incidents – creating a sense of injustice and grievance.
- Isolation/loner with few 'real friends'/children – creating no sense of belonging.

APPENDIX E

The role of the Designated Safeguarding Lead

1 Role of the Designated Safeguarding Lead

- 1.1 The Designated Safeguarding Lead (DSL) at our school will always be a senior member of staff from the school leadership team, and their lead responsibility for safeguarding and child protection (including online safety) will always be explicit in their job description.
- 1.2 The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively.
- 1.3 Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

2 Availability

- 2.1 During term time the DSL or a deputy will always be available (during school hours, or out of hours for a school arranged activity such as a school trip) for staff in the school to discuss any safeguarding concerns.

3 Manage referrals

- 3.1 The DSL will refer cases:
 - of suspected abuse and neglect to East Sussex children's social care as required and support staff who make referrals to East Sussex children's social care;
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
 - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
 - where a crime may have been committed to the Police as required. using the NPCC-[When to call the police](#) guidance to inform this decision.
 - Registered early years settings must notify Ofsted, or the childminder agency with which they are registered, of any serious accident, illness, or injury to, or death of, any child while in their care and of the action taken. Notify the ESCC Early Years Improvement Team who will provide further advice and guidance.

4 Working with others

- 4.1 The DSL will:
 - act as a source of support, advice and expertise for all staff;
 - act as a point of contact with the safeguarding partners;
 - liaise with the headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - as required, liaise with the "case manager" and the LADO for child protection concerns in cases which concern a staff member;
 - liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- This includes:
 - ensuring that the school knows who the cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's social care where the situation does not improve.

5 Information sharing and managing the child protection file

5.1 The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.

5.2 Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

5.3 The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.

5.4 Where children leave the school (including in year transfers) the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, by secure transit, and confirmation of receipt will be obtained. We will make use of the ESCC Transition - Information Sharing guidance to support this process.

5.5 When our school receives safeguarding information about a new or existing pupil this will be shared by the DSL with other key members of staff such as the SENCO.

5.6 Because a lack of information about their circumstances can impact on a child's safety, welfare and educational outcomes, in addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the new school or college.

- 5.7 Where a parent/carer has expressed their intention to remove a child from the school with a view to educating at home, the DSL will liaise with East Sussex [Elective Home Education](#) (EHE) Team to ensure that any safeguarding concerns (should there be any) are shared adequately with them, so as to inform next steps.

6 Raising Awareness

6.1 The DSL will:

- organise whole school safeguarding and child protection training for all staff members annually and provide regular ongoing updates throughout the year;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.
- This will include ensuring that the school, and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure that staff understand that children who have a social worker due to safeguarding or welfare needs may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning behaviour and positive mental health.
- Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absences or missing education where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- Ensure that staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed 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.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the safeguarding and child protection policy and speaking to the DSL.

7 Training, knowledge and skills

- 7.1 The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

The DSL will undertake Prevent awareness training. This training will provide the DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including the East Sussex continuum of need and the SPOA referral arrangements;
- have a working knowledge of how East Sussex conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

7.2 In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

8 Providing support to staff

8.1 Training will support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

9 Understanding the views of children

9.1 It is important that children feel heard and understood at our school. Therefore, the DSL will be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

10 Holding and sharing information

10.1 Due to the critical importance of recording, holding, using and sharing information effectively the DSL will be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

11 Quality Assurance

11.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum twice a year).

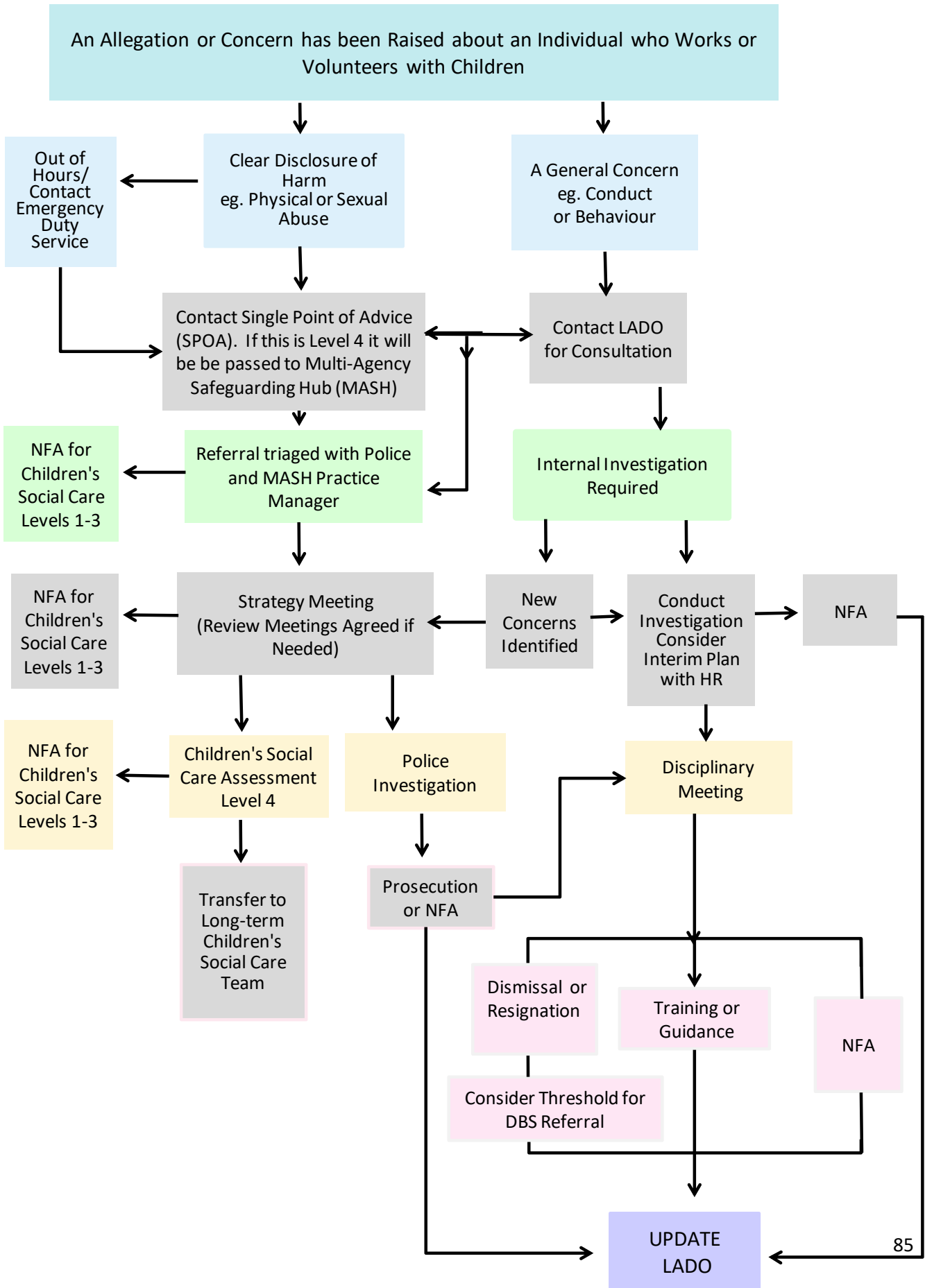
11.2 Complete a self-assessment audit of the school's safeguarding arrangements at frequencies specified by the ESSCP and using the audit tool provided by ESCC/SLES for this purpose

11.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

11.4 Take lead responsibility for remedying any areas for development identified in safeguarding and child protection arrangements.

APPENDIX F

Managing Allegations Flowchart



28. Epidemic and Pandemic Policy (Covid 19)

Statement of Intent

Bodiam Pre-school intend to use this policy to provide precautionary measures to minimise transmission risks of disease in the setting during an epidemic or pandemic, in line with current local government advice. It also states ideas for continuity of business if allowed.

Legislation and leading authorities which have guided and influenced this policy are:

Coronavirus Act 2020, Health and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organisation (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE).

The policy also has regard to Ofsted and Early Years Foundation Stage (EYFS) guidance where appropriate.

Aim of Policy

This Policy defines and assists the operating arrangements in place within the pre-school that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19. This information builds upon our current procedures for areas such as Safeguarding, Child Protection and Equality and Diversity, however new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

Method

As early years providers we ensure to offer a continuum of very high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure physical distancing is enabled and implement good hygiene practices as well as avoiding coming into contact with infected children and adults or anyone displaying symptoms. It states the protective measures put in place for children, parents and staff as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies as long as they do not conflict with this policy and be guided by the EYFS as best as we can. The main areas we will be considering are:

- Minimising contact with individuals who are unwell

- Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)
- Ensuring cleanliness of the environment (especially frequently touched surfaces)
- Minimising general contact and mixing (creating bubbles and limiting numbers)
- The use of Protective and Personal Equipment (PPE)
- Testing

Focus/ Areas of Consideration / Recommendations

Children

Attendance

- Only children who are symptom free or have completed the required isolation period should attend the setting.
- Providers may consider taking temperatures of children on arrival and risk assessing with regular health questionnaires for returning children Physical distancing/ grouping.
- Extremely vulnerable children should continue under government advice.
- During either a full or local lockdown, families who usually attend at least two settings should choose only one until further notice

Physical Distancing/grouping

We will run our sessions in line with current government advice. This may include following guidelines;

- Only small groups of children will be allocated sessions to keep our group or 'bubble' small within the setting.
- Children in small groups should have the same staff team caring for them wherever possible to limit the amount of people coming into contact with each other.
- As we usually run to capacity most days this could be achieved by, but not limited to:
 - *A temporary cap on the amount of children in the setting at anyone time.*
 - *Temporarily limiting funded hours to only 15 hours per child, ensuring all children have access to some preschool time.*
 - *Changing children's hours to all mornings or all afternoons or 2 and a half days.*
 - *Only allowing the older children or those moving to Primary school to attend.*
 - *Grouping children to certain days, such as in groups of children moving to next school, this would help with transitions.*
 - *Holding back new children who have not yet had settling in sessions*
 - *Prioritising children such as those who are vulnerable, those with special educational needs, those from households where both parents work (or work full time)*
 - *The take up on places may be small so there may be no need to change children's hours*

- Sunscreen should be applied by the parents / carers before the child arrives at the preschool. T-shirts covering shoulders and leggings would be preferable to minimise how much top up of sunscreen the preschool staff will do.

Wellbeing and education

- Children should be supported in age appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing, coughing into an elbow, using a tissue and adopting a catch it, kill it, bin it regime.
- Children should be supported to understand the changes and challenges they may be encountering as a result of Covid-19 and staff need to ensure they are aware of children's attachments and their need for emotional support at this time.
- EYFS framework will continue to be delivered through play and adult led activities.
- Snack times will be limited to smaller numbers of children at one time, children can ask for drinks and will be offered drinks throughout the day if they are thirsty, staff will monitor this.
- Lunches (including drink) to be provided by parents.

Workforce

Attendance

- Staff should only attend preschool if they are symptom free, have completed the required isolation period or achieved a negative test result. All staff and their household are eligible for testing if they display symptoms.
- Providers may consider taking temperature of staff on arrival and risk assessing with regular health questionnaires for returning staff.
- Consideration should be given to limiting the number of staff in the preschool at any one time to only those required to care for the expected occupancy levels on any given day
- Staff hours, days they work and length of day may change in order to meet childcare demands and considerations within this policy.
- It is recommended that staff complete at least two LFT taken at equal periods during the week and only attend preschool with negative results.

Physical distancing/ grouping /safety

- Staff will complete a risk assessment before opening to address any risks from the virus, ensure sensible measures are in place to control risks.
- Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the preschool policies and procedures.

- Emergency revisions to the EYFS may have been implemented which provides some flexibility on ratios and qualifications to make this feasible.
- Staff have been advised by the government not to wear PPE such as facemasks during their day, but should continue to wear PPE at the usual times such as intimate care and wear disposable gloves and apron if completing one to one care and if supporting an ill child a face mask and visor should also be worn if a 2 meter distance cannot be maintained.
- After dealing with an ill child who displayed symptoms the staff member should continue to wear PPE and clean the affected area with disinfectant.
- All PPE should be removed and disposed of following current government guidelines, the staff member should wash their hands for at least 20 seconds.
- The staff member who supported the unwell child does not need to go home unless they are developing symptoms themselves.
- Staff are responsible to clean surfaces frequently after children have used them. Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open ensure the safety of the children is maintained.
- Staff members should avoid physical contact with each other including handshakes, hugs etc.
- Staff to wear fresh, clean clothes for each session.
- Advise staff to remove their work clothes before they enter their home and take a shower immediately to remove any germs they may have picked up.
-

Training

- Where possible, meetings and training sessions should be conducted through virtual conferencing.
- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training may be available to allow their training levels to be maintained if appropriate.

Parents

Physical distancing



- Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child.
- Aim to minimise the 'pinch points' during the day and limit drop off and pick up to one parent per family.
- Arrange drop off and pick up at the preschool entrance to avoid parents entering the preschool unnecessarily.
- When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area sticking to current government social distancing policies.
- If the child is too distressed perhaps a delayed start to their preschool entry may be preferred or half hour settling in sessions without their parent.

Communications

- Parents should receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- Parents should inform preschool of their circumstances and if they plan to keep their child away, this helps preschool to conform to our safeguarding policy.

Visitors

- Attendance to the setting should be restricted to only children and staff as far as practically possible and visitors should not be permitted to the preschool unless essential (e.g. essential building maintenance).
- Where essential visits are required these should be made outside of the usual preschool operational hours where possible.
- As far as possible parents and carers should not enter the premises.

Travel

- Wherever possible staff and parents should travel to preschool alone, using their own transport or if possible, walk.
- If public transport is necessary, current guidance on the use of public transport must be followed.
- Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats, scooters in the setting premises.
- Outings from the preschool into the local community should follow government guidelines in relation to Covid-19 and be restricted to ensure mixing with members of the general public does not happen.

Hygiene and Health & Safety

Hand Washing

- All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Children and staff members should be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people
- Bodily fluid spills should follow the correct procedures as normal.

Cleaning

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- An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.
- A deep clean may be needed after a child has become ill in the area they were waiting.

Waste disposal

- All waste must be disposed of in a hygienic and safe manner following government guidelines.
- Tissues must be immediately disposed of and placed in a bin with a bag and a lid.
- Bodily fluids must be double bagged and disposed of in a bin with a bag and a lid.

Laundry

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- All items within the setting requiring laundering must be washed in line with NHS laundry guidelines.
- Items such as towels must not be shared by children.

Risk assessment

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- The setting and all activity should be risk assessed before opening or going ahead to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures should be put in place and policies and procedures followed.
- It is expected that would include, but not be limited, to the suspension of learning experiences involving materials which are not easily washable and the suspension of the sharing of food and utensils.
- Cut down on the available resources out in the preschool. Remove anything which cannot be easily wiped down or washed at the end of the day.
- Play food, play cutlery and crockery etc. should be removed or anything else which may be 'mouthed' by many children.
- Baking, and food play should be avoided.

PPE

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- Government guidance is that PPE is not required for general use in early years settings to protect against COVID-19 transmission.
- PPE should continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid.

- If a child shows symptoms, staff should wear a face mask, visor, disposable gloves and apron if a 2-meter distance cannot be maintained at all times. PPE should be disposed of following government guidelines.

Premises Building



- Where premises have been temporarily closed during the lockdown period or where they may need to temporarily close during future lockdowns appropriate Health & Safety checks should be conducted prior to reopening.
- At least one backdoor will be open to ensure good levels of ventilation to keep inline the government CO2 ppm recommendations. If doors are opened ensure the children safety is maintained with locked gates and the inside temperature monitored.

Resources

- Children should not be permitted to bring toys from home into the setting. Toys from home must remain at home and not to be kept in bags.
- All resources required for play and learning experiences of children should be regularly washed and/or sterilized. Any resources which are difficult to clean should be removed.
- Equipment used by staff such as stationary, tablets etc. should be allocated to individual staff members where possible and cleaned regularly.


Supplies Procurement & monitoring

- The preschool should ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimise the impact of any shortages of supplies.
- The preschool will not be able to operate without essential supplies required for ensuring infection control.
- A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it as and when required to meet the operational needs of the setting. When stocks are low, other options may be considered, such as the use of washable tabards and facemasks. These items will be washed at a high temperature in accordance with relevant guidelines and separate to any other preschool washing.

Responding to a suspected case

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and parents should follow the current government guidance.
- Whilst waiting for the child to be collected they should be isolated from others. If inside and possible, a window should be opened for ventilation.

- The provider may consider suitable PPE for the staff member comforting this child such as the addition of face mask, visor disposable gloves and apron.
- The area should be thoroughly cleaned, immediately if the area cannot be left unvisited, and if the area can be left unvisited then cleaned after 72 hours.
- The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they should return home immediately isolate at home and follow current government guidance. They should also follow current testing advice for themselves and their household.
- We ask all parents and carers to ensure they organise a test for their child, in the event that they develop coronavirus symptoms, and notify us immediately of a positive test. Further guidance is available about [getting tested](#).
- Staff members, parents/carers and children must understand that they will need to be ready and willing to book a test, provide details of anyone they have been in close contact with if they were to test positive for coronavirus (Covid-19) if requested by NHS Test and Trace. If anyone they have been in close contact with tests positive with coronavirus (Covid-19) they must follow the current government guidelines with regard to self-isolation.
- Staff members, parents/carers must inform Bodiam Preschool immediately of the results of the test.
- If someone tests negative, and they no longer have symptoms similar to coronavirus (Covid-19), they can stop isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better.
- If someone tests positive they should follow **Covid-19; guidance for households with possible coronavirus infection** and should continue to self-isolate following current government advice from the onset of their symptoms and then return to the setting only if they do not have symptoms other than a cough or loss of sense of smell or taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The isolation period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full government recommended time.

| | |
|---|---|
| This policy was adopted at a meeting of | <u>Bodiam Pre School</u> |
| Held on | <u>25 May 2020</u> |
| Last date reviewed | <u>July 2023</u> |
| Date to be reviewed | <u>July 2024</u> |
| Signed on behalf of the committee by Linda Stevens, Chair |  |

Registration Pack Agreements

Acceptable Use Photography

We recognise that parents and carers are likely to want to record early years setting productions or special events, and families will value the memories evoked from such images for years to come.

We request that parents and carers sign an Acceptable Use Agreement to cover the taking and use of such images, to ensure that the requirements of the Data Protection Act 1998 are adhered to and the wishes of other parents / carers are respected.

I agree to:

- Use recording / photography only in the designated areas agreed
- Use recording / photography equipment on the agreed date and time only
- Respect the rights of other parents, and will not attempt to make any recordings if full parental consent cannot be obtained
- Stand to the rear of the designated area to avoid obstructing the view of others
- Avoid taking unnecessary close-ups of individual children (other than my own child)
- Stop recording / taking photos on the request of any staff member
- Ensure any photographs or videos taken are for my personal use only
- Not sell, publish or display such images in any form, including uploading of photos on to the internet, in line with Data Protection guidelines

Image Consent Letter and Form

Date:

Dear:

Reference:

This letter explains why we will need to ask for consent before we are able to take photographs of your child during their time at Bodiam Preschool.

Generally, photographs are a source of pleasure and pride. We believe that the taking and use of photographs can enhance the self-esteem of children and their families and therefore is something to be welcomed and appreciated.

We may take photographs for a number of reasons whilst your child is with us, including to:

- document what they enjoy doing
- record their learning and development progress
- display in learning journeys and / or document panels
- record special events and achievements

We will also encourage children to be active learners, and to become involved in using cameras themselves by taking photos of their surroundings, activities and of each other.

We do however recognise that with the increased use of technologies, particularly digitally and online, the potential for misuse has become greater and we understand that this can give rise to concern. We will therefore endeavour to put effective safeguards in place to protect children and young people by minimising risk. We will seek to protect children's identity and to limit opportunities for the taking, making and distribution of inappropriate images.

We occasionally stage events for children to which parents are invited. Photographs of setting productions are ones which parents / carers tend to treasure. We will always try our best to allow parents / carers to use cameras at such events (on condition that they have signed the Acceptable Use Agreement).

We may invite the media into our early years setting to take photographs or film footage for publicity purposes and to record any special events. We will notify you of such occasions, and will seek specific permission for photographs to be taken, and potentially published at such times.

Should we wish to use any images in our publicity, in our prospectus or on the website, we will again ask for specific permission. This will be obtained alongside a copy of the image, and permission to use such image will be for a defined period of time only.

We are mindful of the fact that for some families, there may be reasons why protecting a child's identity is a matter of particular anxiety, and if you have special circumstances either now, or at any time in the future which would affect or change your position regarding consent, please let us know immediately in writing.

To comply with the Data Protection Act 1998, we need your permission before photographs and recording of your child are made.

Please complete as appropriate.

- I consent / do not consent to photographs of my child being taken by authorised personnel representing Bodiam Preschool

- I consent / do not consent with any resulting images being displayed on walls or in digital photo frames where they may be visible at times to the general public or anywhere which could be defined as a 'public place'.

- I consent / do not consent to my child's image being used in publicity materials or in the media.

- I understand that I can withdraw my consent, or can request to see images taken at any time.

Name of parent / carer:

Name of child:

Date:

Learning Journey Trust Statement

Dear Parent or Carer,

This learning journey is used to reflect your child's time at our setting. It includes observations of your child at play, photographs and other information. The aim is to provide you with a continuous picture of your child's time at our setting. The learning journey, therefore, captures your child's own personal journey, based on their own individual starting point, interests and experiences.

We hope that you will be able to contribute information to this learning journey, perhaps by including some information and photographs which show what your child enjoys doing at home. This information will help us to ensure that the care, learning and development opportunities we offer your child compliment those you already offer.

Please remember however, that this learning journey contains personal data that relates not only to your child, but to other children who attend our setting. It is likely, for example, that some of the photographs enclosed will capture other children at play. Permission has therefore been obtained to include such information in your child's learning journey, however it must be remembered that such data is shared for your own personal use only. This means that information cannot be shared with others, or 'publicised' in any way, without the explicit consent of the parents or carers of those children who may be included. For example, such photographs cannot be displayed on a social networking site or displayed in a public place.

Child's name:

- I understand and agree with the Learning Journey Trust Statement.
- I understand that any data included within my child's learning journey which relates to another child, is for my information and personal use only.
- I will not seek to publicise, display or share such data with others, and will ensure the privacy of other families in doing so.

Parent or Carer's name:

Signed (Parent / Carer):

Date: