

## Safeguarding and Child Protection Policy

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### Introduction

Bell House Nursery aims to provide an environment in which children and young people will feel safe, secure and cared for. The purpose of this policy is to provide the staff and parents/carers of Bell House Nursery with guidelines and support on the subject of child abuse and how they can act to assist in the safeguarding of children and young people in the setting. The policy aims to ensure that all members of staff are informed about child abuse, the forms that it can take, signs and symptoms of possible abuse and the steps they can take in recognising and preventing child abuse. We work together to safeguard children alongside other agencies.

### The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To provide an environment in which children feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the nursery, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the nursery which will be followed by all members of staff in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our nursery, who have substantial access to children have been checked as to their suitability, including verification of their identity, childcare qualifications, and a satisfactory Disclosure (according to guidance).

### We will do this by:

- Valuing them, listening to and respecting them.
- Ensuring that all staff follow our safeguarding guidelines through our policies and procedures.
- Responding quickly and appropriately to all suspicions or allegations of abuse or issues relating to child welfare.
- Providing parents/carers and children with the opportunity to voice any concerns they may have. (Refer to the Whistle Blowing policy)
- Ensuring that access to confidential information is stored and managed in accordance with national guidance, only DSL, deputy DSL and management to have access to information. Records are kept in the main reception area.
- When recruiting staff, students and volunteers, ensure that all necessary checks are made, including enhanced Disclosures from the Disclosure and Barring Service and references from previous employers. **Whilst waiting for DBS checks to arrive, staff would NEVER be left unsupervised with a child.**
- Updating awareness of parents/carers, staff and volunteers by sharing information about child protection through leaflets, posters etc. and promoting good practice.
- Sharing information and concerns with agencies who need to know and involving parents and children appropriately.
- Providing safeguarding training for all staff working within the setting and to make sure our knowledge of safeguarding is up to date.

- By recording accidents and incidents on relevant sheets, signed by staff and parents/carers. This also includes concerns where a child may have arrived at nursery with an injury, which would be noted and signed, by the staff member and parent on an offsite incident form.

The **responsible people** are aware of the range of statutory requirements and good practice guidance documents that are in place to support the setting in meeting the welfare and safeguarding needs of children. The **responsible people** are in charge of making sure they maintain their knowledge and making other staff aware of their responsibilities in relation to the safety and welfare of the children in the care of Bell House Nursery.

### **Staff Roles and Responsibilities**

At Bell House Nursery our Staff Roles and Responsibilities are as follows;

Andy H - Director/Administrator/Health and Safety Officer/ Fire Warden

Clare H - Director/Operations Manager/Deputy Designated Safeguarding Lead/Fire Warden

Annie T - Manager/Designated Safeguarding Lead/SENCo/Fire Warden

Sophie Le- Deputy Manager/Planning Co-ordinator/Fire Warden

Jody S- Third in Charge/Fire Warden

Sophie Lo-Behaviour Management Co-ordinator

Sarah M - First Aid

### **The Role of the DSL**

This policy is underpinned by the Statutory Framework for the Early Years Foundation Stage Sept 2014; paragraph 3.5 states that;

*"A practitioner must be designated to take the lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course<sup>11</sup> that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. (<sup>11</sup> taking account of any advice from the LSCB or local authority on appropriate training courses)"*

Our Designated Safeguarding Lead is **Annie Tolchard**

Our Deputy Safeguarding Lead is **Clare Hayes**

The DSL, or Deputy DSL in their absence takes the lead responsibility for safeguarding and child protection at Bell House Nursery; working closely with the Surrey Safeguarding Children's Board (SSCB), keeping up to date with new legislation, delivering in-house training for all staff at the setting and offering support for the staff and parents when situations arise.

The DSL or Deputy regularly check the Surrey Safeguarding Children's Board website and newsletter, for any updates relating to Safeguarding and Child Protection. This is then fed down to all of the staff through verbal and written communication. If there is a change in which needs to be added into our own policy, this will be reviewed and each staff member will need to sign the sign off sheet at the back of the policy to declare that they have read, understood and will comply with the policy and procedures.

There is a Safeguarding Notice Board in the reception area. This is to give information to our service users; parents/carers/visitors/staff; and to ensure transparent procedures are shared with parents and practitioners alike. This is to ensure they all understand our statutory duty to report concerns in the event they are worried a child is being abused or neglected or there is an allegation made against an adult.

### **The Role of Leadership and Management in Safeguarding Children**

**The responsible people** must take all necessary steps to keep children safe and well and must also be alert to any issues for concern in the child's life at home or elsewhere.

**The responsible people** must ensure that written policies and procedures are in place to safeguard children, in line with the guidance and procedures of the Surrey Safeguarding Children Board (LSCB).

At Bell House Nursery these policies and procedures are available for all staff and parents to read and are located in our reception at all times. All staff sign to say they have read this policy. The policies are reviewed annually or when there are significant changes to legislation and guidance.

**The responsible people** must ensure all staff are recruited safely, trained appropriately and that new staff, volunteers and students receive guidance about Safeguarding procedures during their induction process. **The responsible people** must identify and support a Designated Safeguarding Lead (DSL) - **Annie Tolchard** and a Deputy Safeguarding Lead- **Clare Hayes**

Bell House Nursery will notify Ofsted and the local Child Protection agencies and RIDDOR of any serious accident or injury to, or the death of, any child while in their care. This will be done as soon as reasonably practical but, in any case,, within 14 days of the incident occurring. Our insurance company must be informed where appropriate.

Every month, a member of the management team reviews all accident, incident and incident offsite forms. This is to look for any consistencies which a cause for concern could be. Each room log child absences, noting why they are absent and whether we were notified.

## **Termly Safeguarding Meetings**

Every term the Safeguarding, SEND and Behavioral Management teams meet to discuss and to see if there are any links within the 3 areas that could be a safeguarding concern. Each concern will be looked on an individual basis.

### **Definition**

The Working Together to Safeguard Children document, July 2018 defines the following;

- ***Safeguarding and promoting the welfare of children as;***
  - *Protecting children from maltreatment*
  - *Preventing impairment of children's health or development*
  - *Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and*
  - *Taking action to enable all children to have the best life chances*
- ***Child Protection as;***
  - *Part of Safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.*

Effective child protection is essential as part of wider work to Safeguard and Promote the welfare of children. At Bell House Nursery, we aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. We aim to never place children at risk whilst in the care of nursery staff, maintain confidentiality at all times, and ensure all staff are familiar with Safeguarding issues and procedures.

### **Categories and Signs of Abuse**

It is acknowledged that abuse of children can take many different forms; physical, emotional, sexual, neglect and bullying. Children are also at risk where there is Domestic Abuse within the family. We will ensure staff know and understand about the different types of abuse by providing necessary information in our policies, arranging and updating any training needed, and using posters and diagrams to help explain these forms in simple and easy terms so that they can be easily remembered.

### **What is Child Abuse?**

Child abuse happens when a person - adult or child - harms a child. It can be physical, sexual or emotional, but can also involve a lack of love, care and attention. Neglect can be just as damaging to a child as physical or sexual abuse.

## Categories of Abuse

**Physical:** Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises, burns and broken bones. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating.

It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (**FII**).

**Neglect:** Neglect is persistently failing to meet a child's basic physical and/or psychological needs usually resulting in serious damage to their health and development.

Neglect may involve a parent's or carer's failure to:

- provide adequate food, clothing or shelter
- supervise a child (including leaving them with unsuitable carers) or keep them safe from harm or danger
- make sure the child receives appropriate health and/or dental care
- make sure the child receives a suitable education
- meet the child's basic emotional needs - parents may ignore their children when they are distressed or even when they are happy or excited. This is known as emotional neglect.

**Emotional Abuse:** Emotional abuse is persistent, and, over time, it severely damages a child's emotional health and development.

It involves:

- humiliating, putting down or constantly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing them to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse
- persistently ignoring them
- being cold and emotionally unavailable during interactions with a child
- never saying anything kind, positive or encouraging to a child and failing to praise their achievements and successes.

**Sexual Abuse:** Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and/or non-contact abuse.

**Contact sexual abuse** happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate.

**Non-contact sexual abuse** involves non-touching activities. It can happen online or in person and includes:

- encouraging a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child • making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.

**Online sexual abuse** includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online
- meeting a child following online sexual grooming with the intent of abusing

### **Recognition of Child Abuse**

It is not in the remit of members of staff at Bell House Nursery to identify the specific category of abuse that a child may be experiencing but rather to highlight any causes for concern to the appropriate person and organisations.

**The responsible people** will support staff to identify, understand and respond appropriately to signs of possible abuse and neglect, including:

## **Indicators of Abuse**

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Bell House recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We at Bell House Nursery also recognise in addition to the types of abuse identified within this policy we also have to have regard for the following:

### **Domestic Abuse**

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people who are or were in an intimate relationship. There are many different types of abusive behaviours that can occur within intimate relationships, including emotional, sexual, financial, psychological and physical abuse. Domestic abuse can be underpinned by an on-going pattern of psychologically abusive behaviour (coercive control) that is used by 1 partner to control or intimidate the other partner.

**Children's exposure to domestic abuse between parents and carers is child abuse.**

Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. The developmental and behavioural impact of witnessing domestic abuse is similar to experiencing direct abuse. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

### **Child sexual exploitation**

Child sexual exploitation (**CSE**) is a type of sexual abuse. Young people in exploitative situations and relationships receive things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online.

### **Harmful Sexual Behaviour**

Children and young people who develop harmful sexual behaviour (HSB) harm themselves and others.

HSB can include:

- using sexually explicit words and phrases



- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Sexual behaviour between children is also considered harmful if 1 of the children is much older - particularly if there is more than 2 years' difference in age or if 1 of the children is pre-pubescent and the other isn't (Davies, 2012). However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled

### **Bullying and Cyberbullying**

**Bullying** is behaviour that hurts someone else. It usually happens over a lengthy period of time and can harm a child both physically and emotionally.

Bullying includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls.

Bullying can happen anywhere - at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying.

**Cyberbullying** includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

### **Female Genital Mutilation (FGM)**

The partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. It's also known as female circumcision or cutting.

The age at which FGM is carried out varies. It may be carried out when a girl is new-born, during childhood or adolescence, just before marriage or during pregnancy. Religious, social or cultural reasons are sometimes given for FGM.

**However, FGM is child abuse. It's dangerous and a criminal offence.** All staff are required to do an online course in FGM to help them recognise warning signs.

**Forced marriage.** A marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

**Honour based violence (HBV)** A collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

### **Breast ironing or breast flattening**

It is the practice of pounding the developing breasts of young children with objects heated over coals or on a stove, and it tends to be performed on girls from about the age of 10 up until puberty.

### **Disguised compliance**

This involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Published case reviews highlight that professionals sometimes delay or avoid interventions due to parental disguised compliance.

## Disclosures

If you're in a situation where a child discloses abuse to you, there are a number of steps you can take.

- **Listen carefully to the child.** Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking
- **Let them know they've done the right thing.** Reassurance can make a big impact to the child who may have been keeping the abuse secret
- **Tell them it's not their fault.** Abuse is never the child's fault and they need to know this
- **Say you believe them.** A child could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person to believe them and help them
- **Don't talk to the alleged abuser.** Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child
- **Explain what you'll do next.** If age appropriate, explain to the child you'll need to report the abuse to someone who will be able to help
- **Don't delay reporting the abuse.** The sooner the abuse is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly.

**More information can be found on the NSPCC Website.**

### Procedures for Reporting Suspected Abuse

At Bell House Nursery our staff recognise that **early intervention** is key and that they must record and refer all suspicions of abuse/significant harm to children to the DSL as soon as concerns arise.

All staff should be aware that any incidents must be recorded. It is also very important for staff to communicate about matters of this kind on a need to know basis

All staff members who have, or become aware of, concerns about the safety or welfare of a child or unborn baby should discuss any concerns they have with the DSL to clarify their understanding of the child's circumstances.

If there are still concerns about the safety or welfare of the child, the DSL will have further discussions with staff and MASH, who will be able to advise the staff on whether the concerns meet the threshold for child protection enquiries and what further information or actions may be required. If staff members at Bell House Nursery have concerns for the immediate safety and welfare of a child we will act without delay to notify MASH.

If an adult raises a concern, or a disclosure is made the staff report this to the DSL. It is logged onto an Ongoing Record of Concern form and kept locked in the child's individual file in the reception area. The DSL or Deputy then make the decision to either gather more evidence or to make a referral. In the instance of the referral, we follow instructions given to us by the Multi-Agency Safeguarding Hub (MASH).

If a referral is made to the Multi-Agency Safeguarding Hub this will be confirmed in writing within 48 hours by completing Safeguarding Children in Education Referral Form. The responsibility for completing this form lies with. The DSL, in her absence the Deputy DSL will take on this role.

**Surrey County Council Emergency/Referral Contact Numbers**

**Safeguarding Advisor for Early Years Settings; Sue M - 01372 833826**

**Multi-agency Safeguarding Hub (MASH) - 0300 470 9100**

**(Out of hours from 5pm 01483 517898)**

**LADO - Local Authority Designated Officer - 0300 123 1650**

**Police - 101 Non-emergency or 999 Emergency**

**Ofsted - 0300 123 1231**

**Non-Mobile Babies**

Non-mobile babies and children are amongst the most vulnerable members of the nursery and in cases of safeguarding we are the most vigilant. If a member of staff notices bruises or marks on a child that is immobile, these marks will be recorded immediately by using the body map format and an ongoing concern form. We will then do an immediate referral to MASH. We will also make an immediate referral should we see immobile siblings of any child in our care with bruising or marks.

At Bell House Nursery we will ensure that all staff understand our safeguarding policies and procedures and that all staff have up to date knowledge of safeguarding issues. These are written in line with the Surrey Safeguarding Children Board (SSCB) Procedures. All staff will complete the online 'Introduction to Safeguarding'(through skills academy) website course as soon as possible after induction into the nursery. In addition, we will hold regular staff meetings where we explore different scenarios, look deeply at any changes and new information, and refresh our staff's knowledge on prior information. All staff are required to undertake training in Female Genital Mutilation, Prevent Duty. Management are also required to undertake training in Child Sexual Exploitation, Forced Marriage and Domestic Violence. The importance of Safeguarding is repeatedly stressed on a day to day basis.

## **Nappy Changing Procedure**

Nappy changing for a child is a positive and happy experience. During the nappy changing time the key person changes their child's nappy where possible; this is to ensure continuity of care for the children and allow for bonding between child and key person. The child's privacy is always respected throughout the nappy change but the door to the changing room is never closed.

**Please remember that the child should never be left unattended whilst on the changing mat, even for the briefest of moments. If you have forgotten something you need to call another member of staff if possible or take the child with you.**

This procedure is always followed for each nappy change:

1. Wash and dry hands put on apron and gloves
2. Make sure you have the appropriate nappy to hand
3. Check for wipes or cotton wool and water (child's changing bag)
4. Place child on the nappy mat
5. Clean the baby's bottom using wipes or cotton wool, wiping from front to back.
6. If baby's bottom is sore, put cream on (check creams first)
7. Put on a clean nappy
8. Take the child down from the changing mat and wash/wipe hands before returning to play
9. Remove apron and gloves and dispose of in the bin
10. Place nappy bag in sanganic unit
11. Spray changing mat with antibacterial spray and wipe down
12. Wash hands using sterilising soap
13. Put all the equipment away in proper place
14. Log details onto the nappy changing chart
15. Update child's daily record sheet

**Please remain vigilant during nappy changes to look out for signs of unexplained marks, bruises and changes of behaviour.**

## **Prevent Duty Guidance and Promoting British Values**

The counter Terrorism and security Act places a duty on Early Years settings to *"have due regard to the need to prevent people from being drawn into terrorism"*.

Most recent documentation includes the new Prevent Duty Guidance which we must comply with as of 15<sup>th</sup> July 2015.

Documentation can be found here.

<https://assets.publishing.service.gov.uk/.../prevent-duty-departmental-advice-v6.pdf>

The new documentation will be used and referred to alongside other safeguarding documents such as "working together to safeguard children" and information referring to British values.

Within the EYFS we promote British's values in many ways, teaching children from right and wrong at an early age, teaching about decision making (PSED) and democracy - and about respecting each other's views and values, talking about feelings and learning to share ideas and take turns during play.

We also promote the importance of having rules and boundaries in place (PSED) and the importance of having these rules, including the children where possible when deciding upon these rules.

PSED and UW also teach children to have a positive sense of themselves, and to believe in their own abilities and to challenge themselves. As part of UW and PSED we celebrate diversity, embracing different cultures and introducing children wherever possible to different ways of life.

We will make sure the children have access the other wider community and recourses promoting this, we will encourage children to not stereotype and to be considerate in accepting others, despite their differences and to respect each other. Any unwanted behaviour will be monitored and discussions with parents will be had, with appropriate support plans put in place.

All children will be monitored on ICT equipment with the use of parental controls to limit what they do on the internet.

## **Emergency Evacuation Procedure**

Please see separate policy

## **Recruitment, Selection & Vetting**

Please see separate policy

### **Ratios**

Staff to child ratios are maintained at all times in accordance with the OFSTED Guidance. The minimum ratios at Bell House Nursery are as follows:

<b>Age Group</b>	<b>Ratio</b>
0-2 years	1:3
2-3 years	1:4
3-4 years	1:8

For outings the Ratios will be as follows:

<b>Age Group</b>	<b>Ratio</b>
0-2 years	1:2
2-3 years	1:3
3-4 years	1:4

A full risk assessment will be carried out for each specific outing; which may also influence the staffing ratios, requiring further staff to be utilised.

Volunteers and long-term students (over the age of 17) may be used in the staff/child ratios if they attend for regular hours every week and they are competent and suitable to do so but this decision will be made by the Management only.

### **Allegations against an adult working with children or young people**

The staff at Bell House Nursery are made aware of the procedures to be followed if there is an allegation against an adult working with our children, by making staff aware of the Safeguarding Policy, having flow chart diagrams on show for all staff to view, and providing on-going training via staff meetings and training from outside agencies.

- All nursery staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

- All Staff should be aware of the nursery's Behaviour Management policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- We understand that a child may make an allegation against a member of staff.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Management team
- The management on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- If the allegation made to a member of staff concerns the Management, the person receiving the allegation will immediately inform the Local Authority Designated Officer who will consult without notifying the Management first.
- The nursery will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

In most circumstances' allegations should be reported to and discussed with the safeguarding lead Annie Tolchard. In her absence it will be reported to Clare Hayes. Allegations against the Manager should be reported to and discussed with the owners Clare Hayes and Andrew Hayes.

This setting will follow the procedures outlined in the guidance from SSCB. Details are available online.

The procedures must be applied when there is a concern or an allegation that any person who works with children and young people, in connection with his/her employment or voluntary activity, has

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates she/he is unsuitable to work with children.

Any allegation of serious harm or abuse by any person living, working or looking after children at the premises will be reported to the Local Authority Designated Officer (LADO), Ofsted. The Multi-Agency Safeguarding Hub must be notified if the the allegation becomes substantiated.



## Whistle-Blowing

"Bell House Nursery is committed to creating and maintaining the safest possible environment for children and young people to be cared for and educated in."

We at Bell House Nursery understand that whistle-blowing is an important aspect of Safeguarding; where staff, volunteers and students are encouraged to share genuine concerns about a colleagues' behaviour. We understand that this behaviour may not be child abuse, however the adult may not be following the code of conduct or could be pushing boundaries beyond normal limits.

We recognise that if a member of staff, volunteer or student raises concerns about a wrong doing to an organisation they are protected under the Public Interest Disclosure Act 1998. The Act applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches;

- A criminal offence
- The breach of legal obligation
- A miscarriage of justice
- A danger to the environment
- Deliberate covering up of information tending to show any of the above.

We at Bell House Nursery support the measures that protect whistle-blowers from any form of victimisation. We have a procedure to ensure concerns are dealt with efficiently and effectively and will do all that we can to preserve the confidentiality of the person/s who has raised a concern.

If a member of staff, volunteer or student has a concern the procedure below should be followed:

- Raise concerns with LADO
- Concerns can be verbal or written
- Write your concerns down clearly and include the background, history, names, dates and places and the reason for the disclosure. When raising a concern the whistle-blower needs to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur
- LADO will respond to the concern, by carrying out an initial enquiry to decide if an investigation should take place.
- If the concern falls within the offences/breaches as listed previously these will be referred for consideration under those procedures
- Concerns may be resolved by agreed actions without the need for investigation
- If urgent action is required this will be taken before any investigation is carried out

We at Bell House Nursery accept that deciding to report a concern can be very difficult and uncomfortable. If a member of staff, volunteer or student makes an allegation in good faith, but it is not confirmed by the investigation, no action will be

taken against him/her. If however a member of staff, volunteer or student makes an allegation frivolously, maliciously or for personal gain, disciplinary actions may be taken against them.

### **Surrey County Council Emergency/Referral Contact Numbers**

**Safeguarding Advisor for Early Years Settings; Sue M - 01372 833826**

**Multi-agency Safeguarding Hub (MASH) - 0300 470 9100**

**(Out of hours from 5pm 01483 517898)**

**LADO - Local Authority Designated Officer - 0300 123 1650**

**Police - 101 Non-emergency or 999 Emergency**

**Ofsted - 0300 123 1231**

**Ofsted Whistle-Blowing Hotline: - 0300 123 3155**

**[whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)**

**Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD**

### **Social Networking**

This policy is intended to help staff make appropriate decisions about the use of social media, for example, blogs, wikis, social networking websites, podcasts, forums, message boards, or comments on web-articles, such as Twitter, Facebook, LinkedIn.

This policy covers all of the social networking sites.

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 guidelines when using social media sites include:

- Staff must not mention any of the children from the nursery on their online profiles
- Staff must not write direct or indirect suggestive comments about work on their online profiles
- Staff must not publish photos of the children on their online profiles
- 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, without their permission or in a negative situation

- Staff must not use mobile phones to take photos in the nursery or to access social networking sites during their working hours
- In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents of the nursery unless they know them in a personal capacity
- 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
- Any breaches of the Facebook & social networking policy could result in disciplinary action (See Code of Conduct)

## **Mobile Phones, Cameras and Recording Devices**

### **Mobile Phones**

Staff mobile phones are not permitted in the rooms where the children are playing. Each member of staff **MUST** sign over their phone at the start of their shift and store it in a lockable cupboard in the main reception area. Each staff member is allowed to take their phones out of the lockable cupboard during their lunch breaks but the staff must sign their phone back in after their break has ended. At the end of the staff's shift, they collect their phone from the main reception area and sign their phone out. This procedure is checked throughout the day by the management team.

We have a nursery mobile phone which is used to take the children out on outings, trips and walks; staff are **NOT** permitted to take their own unless they have been given prior consent from a member of the management team. Under no circumstances are the staff allowed to take photos on their personal mobile phones. If staff were found to have taken photos on their mobile phone, disciplinary proceedings would take place as stated in our disciplinary procedures.

Visitors to the setting such as Early Years, Assessors, and Ofsted are required to sign in their personal mobile phones. The exemption to this would be for Ofsted; should their phone be a business phone they are able to keep it with them for work related purposes only.

### **Cameras and Recording Devices**

We ensure that any photographs or recordings taken of the children in our nursery are only made with prior written permission from each child's parent or carer. This is gained when each child is registered and is updated on a regular basis to ensure that this permission still stands. If a child does not have permission to have their photograph taken or there are restrictions then the information is given to the rooms and held at front desk.

We ask that each parent/carer gives us individual permission for their child's photograph to be used, including, in the child's Learning Journey, for display purposes, for promotion materials including our nursery website and brochure and to use in the local press. We ensure that parents understand that their child's photograph may also be used on another photograph, but not as the primary person, that may be used in another child's Learning Journey.

Parents are not permitted to use any recording device or camera on the nursery premises.

## **Confidentiality**

At Bell House Nursery, we believe that the welfare and safety of every child is paramount, and we are aware of our responsibilities under the following legislation:

- (GDPR)Data Protection Act 2018
- Freedom of Information Act 2000

**We therefore respect the need for confidentiality.**

A copy of the nursery policies are available on request to parents.

The registration forms and any medical checks are protected by the Data Protection Act. Data is also stored on the Nursery's Administration Systems (First Steps), which is password protected and only senior members of staff have access to. We recognise that, at Bell House Nursery, we often have access to information of a confidential or sensitive nature and all staff are made aware of the need for confidentiality and respect this.

Documents of a confidential nature are stored in a locked filing cabinet in the main reception area. Written reports of a confidential matter are only made available to staff on a 'need to know' basis.

Any records made of children are done so in the strictest of confidence and will not be made available for other parents to see. If a parent would like to see any information regarding their child, they are more than welcome to do so. Parents have ready access to the confidential files and records of their own children but do not have access to information about any other child. Parents are asked to consider and respect the confidentiality of other parents and children when looking at their own child's Learning Story folder. Any safeguarding concerns on a child will only be passed to the child's new setting/school with permission from the child's parents.

Staff members are aware of the need to maintain privacy and confidentiality and that it is not acceptable to discuss any information regarding the children, parents or staff

outside of the Nursery or with any other parents. The business' relationships with parents, customers and early year's partners are valuable assets that can be damaged through a thoughtless comment and breaks in confidentiality.

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

When students on placement for recognised qualifications and training are observing in the nursery rooms, they are advised of our confidentiality policy and required to respect it. Students are asked to approach and obtain agreement from parents individually if they would like to observe and keep records of their child as part of their training. Children's names or other identifiable information will not be used by students in their work.

Staff are issued with a contract at the start of their employment; this contains a section regarding confidentiality. Employees are to sign their contracts to say they agree to all of the information before they start to work at Bell House Nursery

## **Children's Arrival and Departure**

### **Children**

Nursery staff are aware of which children are attending the nursery on any given day including those children who are on visits; this information is produced on the daily register/sign in sheets from the First Steps programme.

Staff should ensure that newly registered children attending for the first time have all appropriate documentation completed and these are put on their files.

All children arriving at the nursery must be signed in on the daily registers by a staff member. This will indicate the time of arrival and duration of the session. All signing in sheets are kept in the child's room.

If a child is due to attend nursery and they do not turn up, we double check the diaries and First Steps system to see if we are aware of the absence. If there is no record the child/ren would not be attending, the parent/carer is given a courtesy call to see if everything is ok. If we cannot get hold of the parents we leave a voicemail message (if able to) and log that we have called them with the date and time with the reason for absence.

## **Parents and Carers responsibilities:**

**Only parents/carers registered to collect will be able to enter the building through the finger print recognition system.**

- Staff will warmly welcome children and their parents/carers into the setting. It is at this point that the parent/carer should be encouraged to share with the nursery staff any information that may be relevant, such as a child's sleepless night, illness or anything else that may affect the child's disposition while attending the nursery.
- The parent/carer is encouraged to settle their child before leaving, being mindful that a prolonged departure is not within the best interests of the child.
- It is seen as good practice within the nursery if the parent/carer can leave their child in the nursery's care, feeling happy in the knowledge that the child's wellbeing is at the forefront of the staff member's mind, and therefore they will be well cared for. Staff are reminded that a positive experience for the parent is likely to have a positive effect on children too.

## **Departure**

### **Children**

All children departing from the nursery must be accurately signed out by a staff member; this again will include the time of departure.

In the event of an emergency (see policy - non-collection of children) the signing in sheets will be used for reference.

### **Parent and Carer Responsibilities:**

If a non-registered person tries to collect a child and the nursery has not been informed by the parent, we will contact the parent(s) ASAP to get confirmation and a password. The child will not be able to go until confirmation is received by the parent/carer.

A password must be used if a non-registered person is collecting the child. The password agreed at the time of registration and is kept confidential. All persons collecting children must be 16 years old or over. If in doubt - the manager on duty should be informed and they will in turn contact the parent to discuss action.

Details about the child's day will be shared on collection; staff should be pro-active in encouraging this dialogue to happen freely and where possible be led by the key person who has been caring for their child.

## **E-Safety Policy**

The Internet is now regarded as an essential resource to supporting teaching and learning.

### **Why is it important for pre-school children to access the internet?**

The internet is an essential element in 21st century life for education, business and social interaction. The nursery has a duty to provide children with quality internet access as part of their learning experience. Pre-school internet access will be tailored expressly for educational use and will include appropriate filtering. The children will learn appropriate internet use. Staff will guide the children in online activities that will support their learning journeys. The internet is also used in the nursery to support the professional work of staff, to allow effective planning and to enhance the nursery's management information and business administration systems.

### **How will filtering be managed?**

Staff will monitor the websites being used by the children during nursery at all times.

### **Managing Content**

Staff are responsible for ensuring that material accessed by children is appropriate and for ensuring that the use of any internet derived materials by staff or by children complies with copyright law. The point of contact on the website should be the nursery address, nursery e-mail and telephone number. Staff or children's home information will not be published.

### **Communication**

#### *• Managing e-mail*

Children will not have access to e-mail. Staff using e-mail will use a nursery e-mail address. This address must not be used for personal e-mail.

#### *• On-line communications and social networking*

On-line chat rooms and social networking sites such as Facebook or Twitter will not be used in the nursery. Staff will not discuss individual children or their setting on Facebook, Twitter or any other social networking site.

#### *• Mobile technologies*

Mobile phones are not permitted in the Nursery. Staff are permitted to use their mobile phones in the staffroom, but the taking of photographs on mobile phones is strictly prohibited anywhere on the nursery site. Any member of staff using their own laptop must adhere to the e-safety policy in all matters relating to the nursery.

## **Disqualification of Registration**

At Bell House Nursery, we follow the Statutory Framework for the Early Years Foundation Stage. Within this framework, page 19 sections 3.14 - 3.18 set the requirements we as a registered provider must follow with regards to disqualification of staff.

Some people are disqualified from working with children, for example, if they have committed certain offences. We cannot register you to provide childcare if:

- you are disqualified
- anyone who is part of the organisation applying to provide registered childcare, such as a partner, director or committee member, is disqualified
- you, or anyone who is part of the organisation, live with someone who is disqualified
- someone who lives on the premises where childcare is provided, is disqualified

We at Bell House Nursery cannot employ anyone to work with children if they are disqualified or live with a disqualified person. It is an offence if you knowingly do so. People are disqualified from registration if they have, or anyone they live with has, been:

- convicted or charged with (or found to have committed) an offence against a child
- convicted or charged with (or found to have committed) certain offences against an adult
- placed on the Protection of Children Act 1999 (PoCA) list of persons considered unsuitable to work with children
- made the subject of a direction under section 142 of the Education Act 2002 and are considered not fit and proper persons to work with children, known as the DBS Children's Barred List (formerly List 99)
- made the subject of a disqualification order
- made the subject of an order where a child has been removed from his/her care or been prevented from living with him/her

**Reviewed by Clare Hayes and Annie Tolchard**

**Review Date March 2018**

**Next Review Date March 2019**