

Section 1 - Child Protection

- 1.1 Children's Rights and Entitlements
- 1.2 Safeguarding and Child Protection
- 1.3 British Values
- 1.4 Prevent Duty
- 1.5 Looked after Children
- 1.6 Unknown or Unauthorised Collection & Uncollected child
- 1.7 Missing Child
- 1.8 Mobile Phones, Electronic Devices and Social Networking



1.1 Children's rights and entitlements



1.1 Children's rights and entitlements

Policy

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be strong means to be:

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

To be resilient means to:

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

To be listened to means:

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

This policy was adopted for: (Company Name)	
Held on:	9 th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

1.2 Safeguarding children and child protection



1.2 Safeguarding children and child protection

Policy

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments.

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

Key commitment 1

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

Staff and volunteers

- Our designated person (a member of staff) who co-ordinates child protection issues is:
- Our designated officer (a member of the management team) who oversees this work is:
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of our safeguarding policies and procedures.
- We ensure all staff are given a copy of the: Local Safeguarding Children's Board 'What to do if you have a concern about a child's welfare' flow chart and it is displayed in the setting.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to the local authority children's social work team or the NSPCC.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- We abide by Ofsted requirements in respect of references and criminal record checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- We record information about staff qualifications, and the identify checks and vetting processes that have been completed including:
 - The criminal records disclosure reference number;
 - The date the disclosure was obtained; and
 - Details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).

- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, court orders, reprimands and warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision (see above questions), or have had orders made in relation to care of their children.
- Volunteers do not work unsupervised.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- We abide by the Safeguarding Vulnerable Groups Act 2006 requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO
- The designated person in the setting has responsibility for ensuring that there is an adequate e-safety policy in place
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to the children's social worker services, the LADO, Ofsted or Riddor.

Key commitment 2

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

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through:
 - Significant changes in their behaviour;
 - Deterioration in their general well-being;
 - Their comments which may give cause for concern, or the things they say (direct or indirect disclosure;
 - Changes in their appearance, their behaviour or their play;
 - Unexplained bruising, marks or signs of possible abuse or neglect; and
 - Any reason to suspect neglect or abuse outside the setting.

- We take into account factors affecting parental capacity and risk, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse; and Female Genital Mutilation and radicalisation; that may affect or may have affected children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting safeguarding concerns and follow Halton Safeguarding Children Board procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to Local Borough Council's Children's Social Care Contact Centre (CART) and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the HSCB /Pan-Cheshire Multi-Agency Safeguarding Children Procedures.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- We have a whistle blowing policy in place.

Categories of child abuse

The following are the four main areas of abuse as defined in Working Together to Safeguard Children (March 2015) Appendix A and for further classification on the four categories of child abuse refer to the Pre-school Learning Alliance Safeguarding Children publication 2010:

Physical abuse: This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also take the form of fabricating, or deliberately inducing illness in a child.

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may 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, though it may occur alone.

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not ask the child leading questions;
 - makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.
- The member of staff acting as the named Designated Safeguarding Person is informed of the issue at the earliest opportunity and within 1 working day.
- We adhere to:

Halton Safeguarding Children Board's policy and procedures for Safeguarding Children (www.haltonsafeguarding.co.uk)

Cheshire East Local Safeguarding Children Board policy and procedures for Safeguarding Children (<http://www.cheshireeastlscb.org.uk>)

When recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down the local Safeguarding Children Board.

Making a referral to the local authority social care team

- In our setting in all referrals to Children's Social Care will be made on the agreed template used by the local authority.
- We keep a copy of this document alongside procedures set down by our Local Safeguarding Children Board
- Additional information for staff on the referral pathway and flow chart is contained in within Section 1.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child at increased risk of harm, such as suspected sexual abuse, fabricated or induced illness, forced marriage.
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to Children's Social Care (CART), parents are informed at the same time that the referral will be made, except where the guidance of Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at increased risk of harm.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk the designated person should seek advice from CART, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies

- We work within Halton Safeguarding Children Board & Cheshire East Safeguarding Board guidelines.
- We have a copy of the current version of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- Each member of staff is given a copy of the current Halton Safeguarding Children Board's Practitioner Pocket Guide Z card.
- We have procedures for contacting the local authority on safeguarding issues, including maintaining contact details for the Early Intervention Locality Teams, Children's Social Care Contact Centre (CART) and the Emergency Duty Team and details of staff co-ordinating services where children are the subject of a CAF, CiN Plan or Child Protection Plan to ensure that it is easy, in any emergency, for the setting and Children's Social Care to work well together. Details about the Common Assessment Framework (CAF) and the function of Halton Early Intervention Locality Team and CART are contained in 1.2a Safeguarding Procedures for Staff of this policy.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. We display on our notice board a copy of Ofsted information which includes Ofsted's Whistleblowing Hotline telephone number.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

This section sets out the specific requirements as per *Working Together to Safeguard Children* that apply to managing allegations against staff or volunteers who work with children.

- The range of allegations which are covered under this section of the policy are not limited to those in which there is reasonable cause to believe a child is suffering, or is likely to suffer, significant harm. Allegations may also indicate that the staff member is unsuitable to continue to work with children in his or her present position, or in any capacity.
- We follow the guidance of the local authorities Safeguarding Children Board(s) when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child. Local authority 'Allegations Against Adults' procedures will be instigated in all cases where it is alleged that a member of the setting(s) staff or volunteer has:
 - Behaved in a way that has harmed, or may have harmed a child;
 - Possibly committed a criminal offence against, or related to, a child;
 - Behaved towards a child or children in a way that indicates s/he is may pose a risk of harm to children.
- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff or volunteer know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any inappropriate behaviour displayed by members of staff, or any other person working with the children which includes:
 - Inappropriate sexual comments;
 - Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or
 - Inappropriate sharing of images.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- Staff and volunteers are given a copy of our Whistle Blowing, Code of Conduct, Dignity at Work when they start and form part of the induction and training process.
- We refer any such allegation immediately to the Local Authority Designated Officer (LADO) to investigate. We also report any such alleged incident to Ofsted and what measures we have taken in line with legal requirement contained in EYFS 2017 Clause 3.8). We are aware that it is an offence not to do this.
- Where a member of staff has concerns about a colleague, they should inform the Senior Manager immediately in person.

The Senior Manager is:

They can be contacted on tel no:

- Where a member of staff has concerns about the Senior Manager, they should contact the Named Senior Officer immediately.

The role of the Named Senior Officer is in is:

.....

They can be contacted on:

- The local authority has a responsibility for providing advice and liaison and monitoring the progress of cases, to ensure that cases are dealt with as quickly as possible, consistent with a fair and thorough process. The Senior Manager, or in their absence/where the allegation relates to them, the named Senior Officer, will consult the LADO directly and Halton's LADO can be contacted by calling the Safeguarding Unit on 0151 511 6942.

- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- We co-operate entirely with any investigation carried out by Children's Social Care in conjunction with the police. Any investigation may consider the following three elements:
 - A child protection investigation;
 - Circumstances which may require a police investigation;
 - Disciplinary procedures.
- Where the management committee and Children's Social Care agree it is appropriate in the circumstances, the Chairperson/Owner will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

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

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We ensure all staff are trained in safeguarding at the appropriate level to their role and the training is approved by the Safeguarding Children Board.
- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the possible signs and indicators of physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure staff are trained in respect of the Prevent Duty.
- The designated safeguarding persons receive training in accordance with that recommended by the local Safeguarding Children Board.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

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

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of Halton & Cheshire East Safeguarding Children Boards.

Legal framework

Primary legislation

- Children Act (1989)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act 2006

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance
- Childcare (Disqualification) Regulations 2009
- Children and Families Act 2014
- Serious Crime Act 2015

Further Guidance

- Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children March 2015
- What to do if you are Worried a Child is Being Abused (March 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- HBC Guidance for Early Years Private & Voluntary Sector Providers (Endorsed by HSCB 2014)
- Guidance for Safer Working Practice for Adults who work with Children & Young People (2009)
- Keeping Children Safe in Education (2016)

This policy was adopted for: (Company Name)	
Held on:	9th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

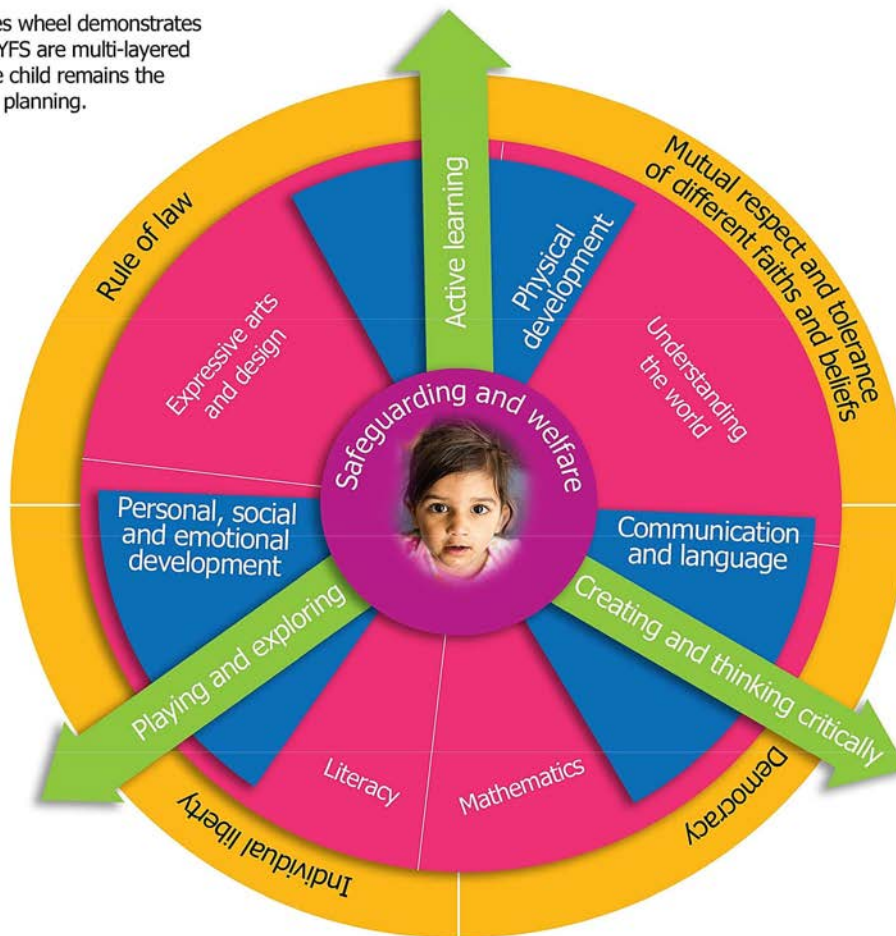
1.3 British Values

EYFS and British values wheel

This EYFS and British values wheel demonstrates how the elements of the EYFS are multi-layered and interconnect, while the child remains the focus at the centre of your planning.

The **yellow disk** shows how British Values are embedded throughout the EYFS

The **green arrows** show the different ways in which children actively engage and learn



The **centre circle** shows how each child is unique and at the heart of your practice, while safeguarding and welfare underpins all that you do

The **pink disk** represents the four "specific areas" of learning and development

The **blue segments** represent the three "prime areas" of learning and development

1.3 British Values

The definition of British Values is highlighted in 2011 Prevent Strategy and the fundamental British values listed below are implicitly embedded in the 2014 Statutory Framework for Early Years Foundation Stage (EYFS) and have been added to Ofsted's inspection guidance in 2014. The EYFS provides a solid foundation to encourage a child's understanding and acceptance that we live in diverse communities with many different cultures and lifestyles.

The government has defined key British values as follows:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

The Counter Terrorism and Security Act also places a duty on early years providers *"to have due regard to the need to prevent people from being drawn into terrorism"* (the Prevent duty) which comes into effect July 2015.

Policy

At our setting these values are promoted through our policies and teaching and a culture of meaningful experiences and opportunities to explore, observe and find out about people, places, technology and the environment to provide a rich, diverse and positive experience.

Procedure

Democracy: making decisions together

- Children and parents are listened to and their views sought to ensure services meet their needs. We collect views in a range of ways, eg questionnaires, suggestion box.
- Children are encouraged to value each other's views and talk about their feelings.
- Decisions and shared rules that children make are support by staff and staff are consistent in their use, eg turn-taking, sharing and collaboration.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

The rule of law: PSE understanding rules matter

- Staff ensure children understand their own and other's behaviour and its consequences.
- High expectations of the children's behaviour are consistently encouraged and reinforced.
- Children are taught the value and reasons behind our expectations and children learn to distinguish right from wrong.
- Staff work together with children to create the rules and codes of behaviour, eg agree rules for tidying up and everyone participates.

Individual liberty: freedom for all

- Children are encouraged to make choices knowing they are in a safe and supportive environment.
- The provision of an enabling environment and use of effective teaching enables children to understand and exercise their rights and personal freedoms.
- Children are supported to develop a positive sense of themselves.
- Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- Staff encourage a range of experiences that allow children to explore their feelings, reflect on differences and understand that everyone is free to have different views and opinions

Mutual respect and tolerance: treat others as you want to be treated

- The children are taught to care, share and listen to others. They learn that good behaviour is rewarded.
- Staff encourage and explain the importance of tolerance and appreciation of and respect of their own and other cultures; know about similarities and differences between themselves and others of those of different faiths and beliefs.
- Staff promote diverse attitudes and challenge stereotypes.
- Resources and activities are provided that challenge gender, cultural and racial stereotyping.

- A diverse range of religions are recognised and celebrated and parents are encouraged to share their cultures and to be involved in all our celebrations.
- Children, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views are actively challenged.

In our setting we promote a culture of equality and as underpinned by the Equality Act 2010 and **it is not acceptable to:**

- Actively promote intolerance of other faiths, cultures and races
- Fail to challenge stereotypes or segregation
- Isolate children from their wider community
- Fail to challenge behaviours that are not in line with the fundamental British Values outlined in this policy.

Legal framework and guidance

2011 Prevent Strategy
Equality Act 2010
Working Together to Safeguard Children 2015
Safeguarding Children from abuse linked to faith or belief
Radicalisation – Prevent strategy – Prevent duty guidance
Radicalisation – Channel guidance
Counter Terrorism and Security Act
DfE Fundamental British Values in the Early Years (2015)
Statutory Framework for Early Years Foundation Stage

Other linked policies

Children's rights and entitlements
Promoting positive behaviour
Valuing diversity and promoting equality
Prevent Duty Policy

Useful contacts

Cheshire Police Prevent Co-ordinator 01606 362147
emma.hart@cheshire.pnn.police.uk

This policy was adopted for: (Company Name)	
Held on:	9th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

1.4 Prevent Duty



1.4 Prevent Duty

Policy

Safeguarding children from all risks of harm is paramount and as part of that responsibility to safeguard the welfare of children and families attending the setting we have a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to prevent them from being drawn into terrorism.

The risk of extremism and radicalisation on a child, child's family or individual members of the family can impact on the safety of the child and we have a duty to refer any concerns of extremism to the police.

This policy should be read in conjunction with our Safeguarding Children Policy and our British Values Policy.

Procedure

- We will ensure staff understand the issues of radicalisation and are able to recognise the signs of vulnerability or radicalisation and know what to do when they are identified.
- All staff will complete the NCALT on line Channel Awareness Raising training as recommended by the local Safeguarding Children Board (HSCB) to alert them to the signs of radicalisation.
- All staff will undertake Prevent Duty Awareness Raising training.
- We will ensure staff have access to other Prevent Duty training that becomes available.
- We will complete a Prevent Duty Risk Assessment.
- We will display the contact details of the Cheshire Prevent Co-ordinator, the Anti-Terrorist Hotline and the DfE Counter Extremism Helpline
- We will actively promote fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance as these values assist the individual child in their personal, social and emotional development and understanding of the world.
- We will take action when we observe behaviour of concern.
- Staff will refer all concerns about children to the Designated Safeguarding Person or in their absence the Designated Safeguarding Officer using the usual methods for reporting other safeguarding concerns as detailed in the Safeguarding Policy.
- When there are significant concerns then the Designated Safeguarding Person will contact Children Social Care ICART. If there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism we will make referrals to the local Channel Police Prevent Co-ordinator. The Prevent Co-ordinator in Cheshire is Emma Hart emma.hart@cheshire.pnn.police.uk Phone 01606 362147 Mobile 07769 910882
- We will work in partnership with the local authority, the local safeguarding boards and the police and be guided by their advice in relation to local safeguarding issues.

Channel – This is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Channel has been operating in Cheshire since 2014 and covers all forms of extremism. The support that is offered is tailored to the particular individual. People who are referred to Channel are not criminals but may be at risk of committing an offence if not supported.

Signs of Vulnerability to radicalisation and extremist ideologies

There are no known definitive indicators that a person is vulnerable to radicalisation but there are a number of signs that together increase the risk. All staff and volunteers will be alert to the following (this is not an exhaustive list):

- Changes in family behaviour
- Changes in children's behaviour, e.g. aggression towards others
- Comments made by a child which may cause concern, e.g. commenting on what their parent has said about fighting for the cause etc.

- Intolerance of difference, including faith, culture, gender, race or sexuality
- Showing sympathy for extremist causes

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media to share their messages and staff are aware of the need to keep children safe from any risks posed by terrorist exploitation of social media and will be dealt with in the same way as safeguarding children from any other online abuse.

We have a policy for the use of computers and electronic communication devices which all staff and volunteers must adhere to at all times.

Legal framework and guidance

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter-Terrorism & Security Act 2015
- DfE Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015
- Statutory Framework for the Early Years Foundation Stage
- The Prevent Duty - Pre-school Learning Alliance mini guide

Useful Contact numbers

- Children Social Care Contact Centre (ICART) _____
Out of hours number: _____
- Police (Emergency) 999
- Police (Non-emergency / Reporting) 101
- Police Prevent Co-ordinator 01606 362147
- Anti-Terrorist Hotline 0800789 321
- DfE Counter Extremism Helpline 020 7340 7264

This policy was adopted for: (Company Name)	
Held on:	9 th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

1.5 Looked after children



1.5 Looked after children

Policy

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential. Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

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

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children where their carer stays with the child.
- We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

Procedure

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

- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

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

This policy was adopted for: (Company Name)	
Held on:	8th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

1.6 Unknown or Unauthorised Collection & Uncollected child



1.6 Unknown or Unauthorised Collection & Uncollected child

Policy

Parents/ carers must adhere to the childcare premises procedure when registering. The person collecting a child must be a minimum of aged 18 years old which is treated as an adult by the law.

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedure

Collection of a child:

We train our workforce in the procedure to ensure that the safety of every child is paramount.

- We inform parents/carers of our procedures so that they will be reassured that their children will be properly cared for.
- Parents are asked to provide the following specific information before a child starts at the setting. This is recorded on the child's digital (NAB) registration details and retained in the Child's Personal Detail File:
 - Home address(s) and telephone number(s)
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - 2 Emergency contact details with Names, addresses, telephone numbers.
 - Details of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent, including names, addresses, telephone numbers.
- Parents must specify who has parental responsibility for the child and provide information about any person who does not have legal access to the child.
- This information is retained in the Child's Personal Detail File.
- Information for Children's Personal Detail Files is regularly updated. Parents must inform us of changes immediately and are asked to check and confirm the information held by the setting is up to date at the key person/parent meetings.
- We implement and train staff in the Procedure for collection of a child using: **the Password Collection System and also asking for a form of identification (Passport or drivers' licence).**
- We follow this checklist:
 - Know by sight who is authorized to collect the children in your group. If you do not recognize the person collecting a child you must refuse to allow the collection until their identity and parental permission is confirmed, even if the child recognizes the person. The person's date of birth must be checked and the person must be aged over 18 years old and be an adult.
 - Do not allow entry into the childcare premises. If the person has accessed the premises do not allow entry further than the internal outdoor security doors. Leaving the person outside.
 - Remove all the children including the child to be collected to a safe place, safely away from the person, ensure security doors and gates are secured and locked.
 - Inform your Supervisor / line Manager.
 - Politely explain to the person that their identity must be verified before collection of the child. All legitimate persons will fully co-operate and be understanding. Ask the person to remain outside the external security doors whilst their identity is verified.
 - Co-operate fully with any instructions and or advice issued by senior members of staff, the Manager and, if necessary, the Police. Every effort must be made to ensure that all children especially the child to be collected receives a high standard of care in order to cause no or as little distress as possible.

- If children or the child to be collected becomes agitated or distressed he/she must be reassured and comforted.
Establish if they or a senior member of staff recognizes the person and can verify the identity of the person to establish that the person is authorized to collect the child.
- If they do not recognize the person collecting a child they must refuse to allow the collection. Even if the child recognizes the person.
- If the identity of the person cannot be verified the Supervisor or Manager must alert all staff to the situation to ensure that the person does not gain access beyond the security doors and to be extra vigilant.
- Ensure that children that may be at potential risk return inside the nursery premises and ensure all security doors are secured and locked at all times.
Be the main point of contact for staff, the parent, a person attempting to collect the child.
- Contact the parent to obtain permission for the removal of the child.
- The child must only be released when the parent has given authorization through the Password Collection System.

If the parent does not or cannot give permission the child must not be released.

- If the identity of the person cannot be verified after the Password Collection
- Supervisor or Manager must explain politely to the person attempting the collection that they are not permitted to allow them to remove the child.
- Escort the person outside the perimeter security gates.
- Politely request that they leave the childcare premises.
- Ensure that the person leaves the childcare premises.

If the person refuses to leave the premises, becomes aggressive or violent or attempts an unauthorised removal of a child perform a lockdown.

Lockdown Procedure:

- Call the Police on 999 to report the incident and request immediate assistance.
- Alert all staff to the situation, order all security doors to be secured and locked at all times.
- If a forcible attempt is made to remove a child, staff must physically prevent the removal only to the extent that neither they nor the child is in danger. Ensure that no person enters or exits the premises until the Police have arrived.
- Be the main point of contact for staff, parents and the Police.
- Inform the designated company Director by phone.
- The Manager must inform and make a referral to the local authority safeguarding team and access support.
- Ofsted within 24 hours of the incident as a significant incident. Ofsted can be contacted on 0300 123 1231. The Manager must write a report indicating dates, times and persons involved including the child, staff and outside agencies. Witness statements must be provided. Copies of the report must be retained in the Child's Personal Detail File.

Uncollected Child

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a friend, neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social care team:

 (telephone number)
- Or the out of hours duty officer:

 (telephone number)
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor do they take the child home with them.
- We ensure that the child is not anxious and do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.

- We ensure that the child is not anxious and do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed:

Ofsted:	
Telephone Number:	03001231231
Weblink:	https://www.gov.uk/guidance/report-a-serious-childcare-incident

- Our local Authority may also be informed.

Early Years Team:	
Telephone number:	
Email:	

This policy was adopted for: (Company Name)	<i>H. McCann</i>
Held on:	20 th December 2020
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:	12/02/2021	H. McCann
Reviewed:		
Reviewed:		
Reviewed:		

1.7 Missing child



1.7 Missing child

Policy

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

Procedure

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent.
- The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chairperson or owner and reports the incident. The chairperson or owner comes to the setting immediately to carry out an investigation, with the management committee where applicable.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting leader has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

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

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our director, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with our owner/or a representative of our management team speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.

- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted for: <i>(Company Name)</i>	
Held on:	8th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		

1.8 Mobile Phones, Electronic Devices and Social Networking



1.8 Mobile Phones, Electronic Devices and Social Networking

Policy

We take steps to ensure that there are effective procedures in place to protect children, young people, vulnerable adults and the setting/ company from the unacceptable use of mobile phones, electronic devices, any content and/or social networking.

Personal mobile phones

- Staff must ensure that personal mobile phones belonging to our staff and volunteers are not carried about their person during working hours and are stored in lockers or locked away, although can be used in the staff room(s) during rest and lunch breaks or outside away from the premises.
- Personal mobile phones are not used on the premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in lockers or locked away in the staff room. Mobile phones cannot be left out, unsupervised on charge. We ask that these are turned off or put on silent.
- In the event of an emergency, personal mobile phones may be used in privacy, where there are no children present, with permission from the manager
- Our staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.
- Where trips are taken outside of the setting a company mobile phone is provided by the manager. Staff may take their a personal mobile and used in emergencies related to the setting. We advise that the electronic devices used are fully charged and switched on for the duration of the trip and contact details shared with working colleagues.
- If our members of staff or volunteers take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Using any personal mobile phones to take pictures or video clips of children is not allowed.
- Our staff and volunteers will not use their personal mobile phones for taking pictures or videos of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone where there are no children present and accompanied by a member of the management team.

Electronic Devices

The use of electronic devices (*for example: phones, cameras, computers, tablet computers, laptops, music players, game consoles, removable storage devices, memory cards, USB pens, video cameras and/ or any similar devices*) could expose children in the setting's care to potential safeguarding risks and could distract people from full supervision and interaction with the children as well as portraying an unprofessional image to parents and visitors. Therefore, the following rules on personal and company electronic devices apply:

Personal Electronic Devices

- The use of personal electronic devices whilst on duty within the childcare environment is strictly forbidden
- Staff must ensure that personal devices are not carried about their person during working hours and are stored in lockers or locked away, although can be used in the staff room(s) during rest and lunch breaks or outside of the premises.
- At the beginning of each individual's shift, personal devices are stored in lockers or locked away in the staff room. Electronic Devices cannot be left out, unsupervised on charge. We ask that these are turned off or put on silent.
- Using any personal electronic device to take pictures or video clips of children is not allowed.

- If our members of staff or volunteers take their own electronic devices on outings, they must not use them when responsible for a group of children as this will distract them.
- Parents and visitors are requested not to use their personal device whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their electronic device where there are no children present and accompanied by a member of the management team.
- Personal electronic devices must not be used to purchase online, register to subscriptions, or download apps with the company's details unless authorised by a manager or director.
- Employees are not permitted to spend '*contracted time*' on personal devices for personal matters (*for example: arranging a holiday, shopping, looking at personal interest websites*).

Company Electronic Devices

- Electronic devices and ICT equipment are supplied and owned by the setting.
- Any electrical devices supplied by the setting are not to be taken home.
- Any electronic device broken will be investigated and if applicable the setting have employees consent to make 'authority to make deductions'.
- Children are supervised when using electronic devices.
- Where trips are taken outside of the setting company electronic devices may be used if authorised by the manager. We advise that the electronic devices used are fully charged.
- Photographs and recordings of children are only taken for valid reasons, (*for example: to record their learning and development, for displays within the setting, or to record class event*).
- Camera and video use is monitored by the setting's director(s) manager(s) and room supervisor(s).
- Company Electronic devices must not be used to promote or run other commercial businesses.
- Company Electronic devices must not be used to download unauthorised content or distribute games, music or pictures from the internet for personal use. They can bring viruses with them, use up capacity on the servers and potentially breach copyright.
- Company electronic devices must not be used to purchase online, register to subscriptions, or download apps unless authorised by a director.
- Employees are not permitted to spend '*contracted time*' on personal matters (*for example: arranging a holiday, shopping, looking at personal interest websites*) using company electronic devices.
- Staff and volunteers must access support or training if they are unfamiliar with how to use a piece of equipment or software.
- Staff and volunteers must keep passwords of any device private and confidential.
- Electronic devices must be used in a safe and appropriate manner, and any staff or volunteers found not to be mistreating the equipment may result in disciplinary action.

Photographs and Videos

Photographs and videos are an important tool to evidence the development and learning of the children and provide a valuable record of the child's time at the setting; however they need to be taken safely. The following guidelines should be adhered to:

- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if parents provide written permission to do so (found on the individual child's Registration Form).
- Pictures can only be taken with devices owned by the setting/company.
- Pictures and videos should only be stored on the setting's own devices.
- Under no circumstances should staff or volunteers remove pictures or videos from the setting.

Appropriate and Inappropriate Use of Electronic Devices and Platforms

Appropriate Use

The setting encourages its employees to use the variety of devices and platforms which the company own to support and help them to communicate effectively (*for example: phones, intercoms, CCTV, the internet, e-mails, calendars, messaging, digital or scanned documents, software, printing*). We expect employees to use such devices and platforms which are associated to their job role and responsibility. The setting support employees using these at work where this can save time and expense.

However, it requires that employees ensure that their communication is well structured and professional, portraying a good company image. If you are unsure about whether something you propose to do might breach this guidance then you should seek advice from your line manager or director.

Inappropriate Use

The following are examples of inappropriate use:

- Using the internet to gain access to private social media or emails.
- Printing personal images off at work for home
- Sending or receiving, downloading or disseminating material that causes insults, offence or harasses others
- Accessing pornographic, racist or other inappropriate or unlawful material
- Engaging in online chat rooms or gambling
- Inappropriate use of security systems and content (*for example: CCTV, intercom(s)*)
- Forwarding electronic chain letters or similar materials
- Sending or receiving messages or phone calls not associated to 'work'
- Transmitting unauthorised confidential information about the children, families or the organisation
- Downloading or playing computer games (unless authorised)
- Copying copyrighted material owned by the setting
- Downloading software and changing settings. (unless authorised)
- This is not an exhaustive list.

Social Networking

The setting encourages its employees to use the variety of social networking platforms which the company own to support and help them to communicate effectively (*for example, Facebook, Blog, Website*). However, it requires that employees ensure that their communication is well structured and professional, portraying a good company image. The setting respects employee's right to a private life. However, the setting must also ensure that confidentiality and its reputation are protected. Therefore, when using social networking platforms the following apply:

- The setting(s) social networking platforms are published in a public domain. This is used to share and network information to and from parents, carers and nurseries.
- The setting(s) social networking platforms are managed and policed by setting(s) management and directors. It is strictly forbidden for anyone to tamper, edit or try to access the editing package. The setting will contact the police to deal with any cyber-attack or infringement.

- All parents or carers give permission for their child's photograph to be on social networking platforms. Photographs can be sent to parents in advance if they wish it and also can be removed.
- Our staff and volunteers do not create social networking platforms (*for example: page, group, blog, website, app, group message*) or anything associated to the setting or company without a director's permission. You are free to set up personal platforms on the internet, provided that they do not:
 - breach the law or
 - disclose any of the setting's confidential information,
 - breach copyright,
 - defame the company or its suppliers, customers or employees;
 - bring the organisation into disrepute,
 - disclose personal data or
 - information about any individual that could breach the Data Protection Act 1998.
- Our staff and volunteers do not enter into conversation(s) about a child or children. Under no circumstances should children that are currently registered/ or have been cared for by our setting(s) or company be discussed.
- Our staff and volunteers do not search or add new clients of the setting or company to your private listing(s). We do not encourage parents or carers as friends on social networking platforms. It is appreciated that some staff might have close friends or relatives who have children attending the setting and therefore might have them as friends on their profile.
- Our staff and volunteers do not access their own personal social networking accounts during working hours or on the settings machines. Managers however are allowed.
- No videos or photographs of the premises (inside and outside) should be taken or used on any social networking platforms without a director's permission.
- No videos or photographs of any registered children should be taken or used on any social networking platforms without a director's and parent's permission.
- No videos or photographs of any staff or volunteers in uniform should be used on any social networking platforms.
- Our staff and volunteers do not conduct themselves in a way that is detrimental to the early years setting.
- Our staff and volunteers are aware that any inappropriate images on their personal sites may place your professional persona in jeopardy.
- We advise all to take care not to allow interactions on these social networking platforms to damage working relationships between employees and clients of the setting or company.
- Parents and carers can leave reviews about the setting on the social networking platforms which are set up and monitored by the company. Any slander or derogatory comments will be taken down and investigated and if necessary person(s) blocked.
- Parents and carers cannot upload or post their own media content (*for example: promotion, album, videos or photographs etc...*) to a social networking platforms. The settings manager and director(s) are responsible for which content is displayed and/ marketed.
- Parents, carers and visitors can 'join' or 'request to join' a registered approved group or site associated with the company.

Cyber bullying

The setting is committed to ensuring that all of its staff are treated with dignity and respect at work. Bullying and harassment of any kind will not be tolerated in the work place. The setting can provide clear guidance on how bullying and harassment can be recognised. Cyber-bullying methods could include using text messages, mobile phone calls, instant messenger services, by circulating photos or video clips or by posting comments on web sites, blogs or in chat rooms. Personal blogs that refer to colleagues without their consent is also unacceptable. Staff who cyber-bully a colleague could also face criminal prosecution under various laws, including the Malicious Communications Act 1988.

Monitoring

The setting reserves the right, but not the duty, to monitor any and all aspects of its electronic resources. This includes: data, email and voice mail boxes, and other employer provided electronic storage systems. The setting also reserves the right for business and security purposes to audit and monitor the information on all systems, electronic mail, telephone and information stored on computer systems or media, without advance notice. The setting also reserves the right to retrieve the contents of any employee communication in these systems. This process is in place to maintain the integrity of the setting's electronic systems, the rights of the other users, and to ensure compliance with the settings policies and obligations.

Software or Programmes

- Software and/or programmes is purchased or licenced by the directors for the sole use of the setting(s).
- The purpose of using software and/or programmes is to:
 - Firststeps Software: Childcare Management Package
(ie: *Staff & Children's Records, Registers & Occupancy Details, Fees & Invoicing*)
 - 2Build a Profile: To track & assess children's learning and development
(ie: *Child & Group Observations, EYFS profile, Monthly Reports, Cohorts*)
 - Moorepay: Employee HR & Payroll Management
(ie: *Holiday & Sickness, Timesheets, Employee Employment Details*)
- Our staff use software and/or programmes to record, support, update, review and assess. Data from these are stored on the tablets and on the secure management suites.
- Staff and volunteers must not introduce or use their own software and/or programmes. They cannot change company platforms or systems without consulting and the approval of a director. Software and/or programmes are standardised and consistent intentionally throughout the businesses.
- Staff and volunteers must access support or training if they are unfamiliar with how to use software and/or programmes. However, staff must show a willingness to learn.
- Staff must not share passwords or access the Web Management Suite from outside the setting (*unless authorised to do so, for example: manager network meeting*). Data is available on the Web Management Suite only to users within the setting with the appropriate password.
- Software and/or programmes must be used in a safe and appropriate manner, and any staff or volunteers found to be mistreating, purposely deleting or damaging data stored may result in disciplinary action.
- Observations and assessments may be emailed to parents, in which case the parent will have given their permission and the email address that they would like it to be sent to.
- Software and/or programmes need to be suitable for the age groups. Children are not to download, upload or be unsupervised.

Staff and volunteers found to be in breach of this policy will be subject to an investigation which may lead to disciplinary action. Employees who breach this policy could also face criminal prosecution under various laws.

This policy was adopted for: (Company Name)	
Held on:	8th August 2019
Signed on behalf of the management:	
Name of signatory:	Hayden McCann
Role of signatory:	Director

	Date:	Reviewed by:
Reviewed:		
Reviewed:		
Reviewed:		
Reviewed:		