

Safeguarding incorporating Child Protection Statement and Policy

This document will be reviewed annually by the Sunflowers Lead Practitioner (Sarah Covell-London) in consultation with the Head Teacher of Northgate Infants School and Sunflowers Management Committee

Reviewed: September 2014 by Sarah Covell-London
Review date: September 2015
Sarah Covell-London (Lead Practitioner)

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Statement

Sunflowers Child Protection Policy has been developed in accordance with the Norfolk Safeguarding Children Board "Safeguarding in Early Years and Childcare" guidance.

This guidance can be found online at www.ncsb.norfolk.gov.uk

The staff and Sunflowers Management Committee take seriously our responsibility to promote the welfare and safeguard all children and young people entrusted to our care. The policy has used the "what to do if you are worried a child is being abused (2006).

Roles and Responsibilities

Role	Name	Contact details
Senior Designated Professional	Lindsay Hanger	Tel: 01493 856515 Email:head@northgateinfants.norfolk.sch.uk
Alternate SDP	Sarah Covell- London	Tel: 01493 856515 Email:scovellon6nrd@nsix.org.uk
Head Teacher	Lindsay Hanger	Tel: 01493 856515 Email:head@northgateinfants.norfolk.sch.uk

Aims and Objectives

Sunflowers Pre-School strive to educate children within an environment where learning, truth justice, respect and community are promoted. The overall aim of this policy is to safeguard and promote the welfare of children in situations where child abuse is suspected, our paramount responsibility is to the child.

This will be achieved by:

- Maintaining children's welfare as a paramount concern.
- Providing an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened too.
- Ensuring all staff and regular visiting agencies are able to recognise the signs and symptoms of abuse and are aware of the procedures and lines of communications within Sunflowers.
- Not making promises to any adult or child and not keeping secrets that could compromise their safety.

- Continuing to develop awareness in all staff of the need for Safeguarding and of their responsibilities in identifying abuse within a fully inclusive ethos.
- Monitoring children who have been identified as vulnerable 'or in need', including the need for protection.
- Keeping confidential records which are stored securely, archived appropriately and shared with other professionals on a "need to know" basis.
- Developing effective and supportive liaison with other agencies.
- Ensuring that key concepts of Safeguarding are integrated within the Early Years Foundation Stage curriculum.
- Using Learning to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that young children and parent have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Working with parents to build an understanding of the staff and governors responsibility to ensure the welfare of all children including the need for referral to other agencies.

The policies for Sunflowers Pre-School safeguarding procedures are available from the Pre-School office.

Documents and Information

- Single Central Register (SCR) evidencing DBS checks and qualifications (held in Northgate Infant School Office and Pre-School Classroom cupboard)
- Working together 2013 (held in the classroom cupboard)
- What to do if you are worried a child is being abused DOH 2003(held in Sunflowers Pre-School 'Safeguarding incorporating Child Protection Statement and Policy' (held in Sunflowers Office in the policies folder)
- Code of Conduct for Safe Practice (held in Sunflowers Office in the policies folder)

Norfolk Safeguarding Children Board has a dedicated website www.nccb.norfolk.gov.uk Staff are expected to familiarise themselves with this website which is continually updated.

As part of their introduction, each member of staff will be given a copy of

Sunflowers Pre-School 'Safeguarding incorporating Child Protection Statement and Policy. It is their individual responsibility to understand and keep it. If there is any confusion or any questions, staff are expected to seek clarification and answers from their line manager or one of the named Safeguarding Lead Practitioners.

Recruitment (Refer to Recruitment Policy)

All applicants wishing to work at Sunflowers will be interviewed before an appointment is made and will be asked to provide names of two referees. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanation will be sought.

Sunflowers Pre-School staff's role and responsibility in Child Protection

Everyone involved in the care of young children has a role to play in child protection. As a member of Staff in Sunflowers you are in a unique position to observe any changes in a child's behaviour or appearance. If you have reason to suspect that a child is being abused, or is likely to be abused, you have a 'duty of care' to take action on behalf of the child by following Sunflowers Pre-School Safeguarding incorporating Child Protection Statement and Policy.

It is our responsibility of every member of staff, volunteer and regular visitor to our centre to ensure they carry out the requirements of this policy and at all times work in a way that will safeguard and promote the welfare of children.

Good Practice

Adults will not be left alone for long periods with individual children or with small groups. An adult who needs to take a child aside - for example, for a time out will remain in sight.

Adults who have not been registered as suitable persons will not take children unaccompanied to the toilet.

Children are encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

The staff and other adults working with other children are responsible for:

- actively protecting children they work with, including challenging parents and carers in the inappropriate handling of their child's behaviour e.g. smacking or where parents are suspected to be under the influence of alcohol or drugs (if it is judged to do so);
- following the established procedures;
- immediately reporting and recording causes for concern to one of the named Safeguarding Lead Practitioners.
- providing written records stating the names of staff involved, children and date and time concerns were noted, reporting exactly what was seen and heard, this should be recorded as early as possible.
- reporting any concerns about staff; (refer to Whistle Blowing Policy)
- writing reports as required e.g. case conferences and core group meetings. (these should be shared with parents/carers prior to the meeting);
- attending case conferences and core group meeting when asked to do so (staff will be given support in this)

Sunflowers Management Committee

The Management Committee of Sunflowers Pre-School is accountable for ensuring the effectiveness of this policy and compliance with it. Although the Committee takes a collective responsibility to safeguard and promote the welfare of staff and children, Lindsay Hanger is the named committee member who champions safeguarding within our setting and can be contacted through Northgate Infant School.

The Management Committee will ensure that:

- the Sunflowers Pre-School Safeguarding incorporating Child Protection Statement and Policy is in place and is reviewed annually and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- a member of the committee is designated to take the lead responsibility for safeguarding and child protection; (Lindsay Hanger)
- all staff will be expected to undertake appropriate safeguarding training;
- procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- safer recruitment practices are followed (see safer recruitment policy)

- they remedy without delay any weakness in regard to our safe guarding arrangements that are brought to their attention.

The Committee will receive a safeguarding report that will record training that has taken place, the number of staff attending and any outstanding training requirements for staff at Sunflowers. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children or families. Lindsay Hanger will be responsible for providing this report

The Lead Practitioner and Head Teacher

At Sunflowers Pre-School the Lead Practitioner and Head Teacher are responsible for:

- ensuring that policies adopted by the Management Committee are fully implemented and followed by staff;
- ensuring that all staff and volunteers feel able raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.

The Safeguarding Lead Practitioners for Child Protection

The Safeguarding Lead Practitioners for Child Protection will work together to be responsible for:

- Being a first point of contact for concerns and queries
- Co-ordinating child protection action within the Pre-School
- Liaising with other agencies and with each other
- Ensuring the locally established procedures are followed including reporting and referral processes
- Acting as a consultant for Pre-School staff to discuss concerns
- Make referrals as necessary
- Ensuring a confidential record system is maintained
- Representing or ensuring the centre is represented at inter-agency meetings in particular Strategy Discussions, Child Protection Conferences and Core group meetings
- Managing and monitoring the Pre-Schools part in Child Protection plans
- Ensuring all centre staff have received appropriate and up to date safeguarding training and are aware of the policies and procedures they need to follow

Induction

When new staff, volunteers or regular visitors join Sunflowers they will be informed of the safeguarding arrangements in place. They will be given a copy of Pre-School Safeguarding incorporating Child Protection Statement and Policy and told who the Safeguarding Lead Practitioners are. They will also be provided with the recording form, given information on how to complete it and who to pass it onto.

Every new member of staff or volunteer will have an induction (see induction policy) that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at Sunflowers and the remit of the Safeguarding Lead Practitioners.

New staff who have not had any safeguarding training or staff who have had training more than three years ago will be provided with a comprehensive introduction to our Safeguarding incorporating Child Protection Statement and Policy and Procedures and will receive appropriate training at the earliest opportunity.

All regular visitors and volunteers to Sunflowers will be given details of safeguarding procedures and will be introduced to a Safeguarding Lead Practitioner.

When parents and carers access services they will be informed that we have a Safeguarding incorporating Child Protection Statement and Policy. A copy will be provided to parents on request. Parents and Carers will be informed of the legal duty to assist colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

Training

All members of staff will undertake appropriate safeguarding training. The Safeguarding Lead Practitioner will attend one of the multi-agency training courses run by Norfolk Safeguarding Children's Board at least once every three years. It is the responsibility of the Lead Practitioner to keep a record of training undertaken and due.

Staff are urged to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed on www.nscb.norfolk.gov.uk. Sunflowers Lead Practitioner will also provide safeguarding updates to staff.

Child Protection Conferences

From time to time staff members may be asked to attend a child protection conference on behalf of the centre in respect of individual children. The person attending will need to have as much relevant up to date information about the child as possible. This should be sought from key staff working with the family.

Children's Service's will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction risk.

What is Child Abuse?

The Children's Act 1989 refers to "Significant Harm" rather than abuse. However, abuse is any behaviour, action or inaction, which significantly harms the physical and/or emotional development of a child. A child maybe abused by parents, other relatives or carers, professionals and other children, and this can occur in any family, in any area of society, regardless of social class or geographical location.

Abuse falls into four main categories: (The following definitions are from working together 2013)

Physical Abuse

Is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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

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

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

What may give cause for concern?

- Bruising on parts of the body which do not usually get bruised accidentally, e.g. around the eyes, behind the ears, back of the legs, stomach, chest, cheek and mouth (especially in a young baby), etc.
- Any bruising or injury to a very young, immobile baby
- Burns or scalds
- Bite Marks
- Any injuries or swelling, which do not have a plausible explanation

- Bruising or soreness to the genital area
- Faltering growth, weight loss, and slow development
- Unusually lethargy
- Any sudden uncharacteristic change in behaviour, e.g. child becomes either very aggressive or withdrawn
- A child whose play and language indicates a sexual knowledge beyond his/her years.
- A child who flinches away from sudden movement
- A child who gives over rehearsed answers to explain how his/her injuries were caused
- An accumulation of a number of minor injuries and/or concerns
- A child who discloses something which may indicate he/she is being abused

Understanding the child's world

As a member of Sunflowers staff, you are familiar with many factors which can affect how children learn, how they react, and how they develop. When you are concerned about any child, it is helpful to be familiar with government guidance to help agencies to work together in taking a common approach to assessment and service planning: the Framework for the Assessment of Children in Need and their Families. A child's developmental needs are affected in different ways by the parenting capacity of carers, and by the family and the environmental situation of the child.

Assessment Framework Triangle



How to share your concerns

Alert a Safeguarding Lead Practitioner immediately and discuss your concerns. Keep a factual note of any concerns, i.e. what you have observed and heard. If there are serious concerns and a Safeguarding Lead Practitioner is not available, contact MASH (Multi Agency Safeguarding Hub) on **03448008020**.

Sign and date your records for future reference. These must be stored confidentially.

Initial concerns should be shared with the Safeguarding Lead Practitioner who will, if appropriate share any initial concerns with the child's parents, as there may be a perfectly innocent explanation for the changes which you have observed, for example:

- A sudden change in behaviour could be due to the death or illness of a close family member or pet
- Weight loss and/or failing to thrive could be a symptom of illness
- A sibling or another child could have inflicted an accidental injury

Concerns or uncertainties

There may be occasions when you have concerns about a child, which do not appear to justify a referral of suspected child abuse, but nonetheless; leave you feeling uncomfortable. In these circumstances, following consultation with the Safeguarding Lead Practitioner, he or she will telephone

- **MASH (Multi Agency Safeguarding Hub) on 03448008020** and ask for **"A consultation with the Duty Social Worker on a child protection issue"** to talk through your concerns.

You do not need to give the child's name at this point. The Duty Social Worker will advise you whether or not your concerns do justify making a child protection referral.

The Social Worker may consider the child to be 'a child in need' rather than 'a child at risk'. In this case, a referral to Social Services should be made but only **with the parent's agreement**. It may be considered more appropriate to open a FSP (Family Support Process) in which case contact the Family Support Co-ordinator or Centre Leader.

Families sometimes have a negative perception of the role of Social Services, and are reluctant to contact them, in fear that their children may be taken into care. The reality is that Social Services can offer a lot of help, both directly and through other agencies, to families who are experiencing difficulties, so your influence and support in the referral process will be very important. Social Services will assess the family, probably along with other agencies, and put in a support package if appropriate of which Sunflowers may well be a part.

Serious Concerns

If you are reasonably confident that the child concerned is likely to be at risk and following discussion with the Safeguarding Lead Practitioner, he or she must telephone MASH immediately, and ask to speak to the Duty Social Worker **(Tel 0344 8008020)** stating that you have serious concerns about a child in your care.

Telephone Numbers

MASH (Multi Agency Safeguarding Hub) Tel: **03448008020**

When making a referral, the following information will be needed, so have it to hand when you telephone:

- The, name, address, date of birth, ethnic origin and gender of the child
- The names and contact telephone numbers of parents, and other carers or close family members if known
- The name, address and telephone number of the child's doctor and health visitor if applicable
- The incidents which gives rise for concern with dates and times
- The nature of the injuries observed, and/or the reasons for your concerns

Following a telephone referral, you will be expected to following this up in writing, within 24 hours by completing a multi-agency referral form. These are available from the Norfolk Safeguarding Child Board website

www.nscb.norfolk.gov.uk

Under Section 47 of the Children Act 1989, Local Authorities have a statutory duty to make enquiries where they have "reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm". The Social Services Department carries this responsibility on behalf of the LA. Once we have made a referral, we have fulfilled our responsibility to the child. It is at this point that the Social Services Department will take over and a decision will be made on what happens next. All referrals are taken seriously, and the needs of the child and family will be assessed, so that appropriate enquiries are followed up and support put into place where relevant. Enquiries will be made to other professionals and the child's family. Sunflowers may be included in these enquiries, and we may be part of any on-going support for the child. Under Section 47 (9) all staff at Sunflowers have a "duty to co-operate" with these enquiries.

What will be the outcome?

Having made a referral about a child, you will probably want to know the outcome of the investigation. You should receive some information, but for reasons of confidentiality, this will be on a 'need to know' basis. A designated person may be invited to participate in a care plan set up for the child.

How to respond to a child who discloses something to you

If a child tells you something, it is important that you respond appropriately:

- Do listen to the child and avoid interrupting except to clarify
- Allow the child to make a disclosure at their own pace and in their own way
- Do not interrogate the child. It is acceptable to ask for clarification, but you should not ask leading questions. Misguided or inappropriate questioning in the first instance can do more harm than good, and may contaminate evidence, which could be needed in an investigation. The interviewing of children must be undertaken by trained Social Workers or Police Officers
- Do not make promises to the child about not passing on the information - the child needs to know that you have to talk to someone who will be able to help them
- Record the information as accurately as you can, including the timing, setting and those present, as well as what was said. Do not exaggerate or embellish what you heard or saw in any way
- Inform the designated person
- Where the disclosure is made to a member of visiting staff from another agency, this should be passed to Sunflowers designated person, so that the Sunflowers policy and procedure can be implemented

Allegations against Staff and Volunteers

- It is important that our establishment has procedures to deal with allegations of abuse against members of staff and volunteers that are in accordance with national and local guidance. Allegations made against school staff and volunteers must be reported to the Head Teacher or if the allegation involves the Head Teacher, to the Chair of the Management Committee without delay.
- In the first instance, the Head Teacher or chair of the Management Committee should immediately contact the **Local Authority Designated Officer (LADO) by telephone 01603 223473** to discuss the allegation

How we can protect ourselves?

- If a child sustains an injury whilst in our care, we will record it on an accident form as soon as possible. When a child is collected, we will inform whoever collects the child about the injury and ensure they sign the accident form to confirm they have been informed of the event. If the person collecting the child is not the parent/carer, one copy of the form will be given to them.
- If a child arrives with an injury sustained elsewhere we will ask for an explanation and record this on the home accident form and ask whoever has brought the child in to sign the record.
- We will ensure that all staff under-take regular child protection training.
- We will ensure that all parents and visitors will be given the 'safeguarding leaflet'
- Our behavioural management policy states that no physical sanctions will be used and we will ensure that everyone complies with it.
- We will try to avoid situations where an adult is left alone with a child. On the rare occasion this may occur, we will make sure the door is left open and there are other people in hearing distance.
- We will avoid engaging in rough physical play with children, as this may be misconstrued and could cause accidental injury to a child.
- We will avoid doing things of a personal nature for children that can do it for themselves.
- We will encourage an open door ethos, to enable staff to talk to management if they have any concerns about the conduct of their colleagues.

Record Keeping and Information Sharing

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child that gives cause for concern should be recorded. It is important that records are kept factual and reflect the words used by the child. Records must be signed and dated with timings if applicable. The concern should be recorded on the agreed reporting form (Appendix 1)

Information to be recorded:

- Child's name and date of birth
- The incident/concern with dates and times
- A verbatim record of what the child said if there is a disclosure or what you saw
- If recording bruising/injuries indicate position, colour, size, shape and time on the body map.
- Action taken by the reporter and designated professional

All written records must be locked away in the filing cabinet in the classroom cupboard. Sarah Covell-London must be made aware of all written records placed there

What to do if you need to take emergency action to protect a child?

On very rare occasions, it may be necessary to act quickly, for example to protect a child from a drunken or violent parent. In these circumstances, it would be appropriate to telephone the police and inform the Lead Practitioner and the Head Teacher of Northgate Infant School.

However, it is important to remember that these types of scenarios are very unlikely to happen.

What support is available to you?

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from their Safeguarding Lead Practitioner.

Supporting Families

Sunflowers will endeavour to build up trusting a supportive relationships between families, staff, and other agency workers within the Pre-School.

Where abuse at home is suspected, Sunflowers will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with parents unless to do so might endanger the child. This factor must be discussed agreed by two designated Safeguarding Practitioners or with Sunflowers named Social Worker.

Making a Child Protection Referral

As a professional with a NEW safeguarding concern regarding a child, young person or vulnerable adult you can:-

Telephone

0344 800 8020

Email

If completing a NSCB1 -referral form please return to
<mailto:mash@norfolk.gcsx.gov.uk>

By Post

The MASH Team Manager
Floor 5
Vantage House
Fishers Lane
Norwich
NR2 1ET

By Fax

01603 762445

For specialist Police advice you can contact the Duty Detective Sergeant with the MASH by emailing: MASHSupervisors@norfolk.pnn.police.uk

Telephone no: 01603 276151

Family Support Process (FSP)

The FSP is designed to facilitate early intervention and co-operate between agencies and family support to improve the outcomes for children with additional need. The FSP process will be explained to staff during their induction. The FSP co-ordinator for Sunflowers is Marie Gauld and she can be contacted through Northgate Infants School or by email: mgauld43r7@nsix.org.uk

Monitoring and Review

All Sunflowers personnel and visiting staff will have access to a copy of this policy and will have the opportunity to consider and discuss its contents during its annual review.

All staff should have access to this policy and sign to confirm that they have read and understood its contents

The care and safety of children must always be paramount in any decision made. We have a duty of care when they are in our charge and Sunflowers staff will do everything they can to provide a safe and caring environment for children

Recording Form for Safeguarding Concerns at Sunflowers Pre-School

Staff, volunteers and regular visitors are required to complete this form and pass it to Sarah Covell- London if they have a safeguarding concern about a child in Sunflowers.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in pre-school

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?
Yes / No

Was anyone else with you? Who?

Has this happened before?

Did you report the previous incident?

Who are you passing this information to? Name:

Date:

Position:

Time:

Your signature:

Date:

Your signature:

Date:

Action taken by SDP

Referred to...?

Attendance
Improvement
Officer

Police

Pre-school Nurse

Children's
Services

Integrated
Youth Service

Parents

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

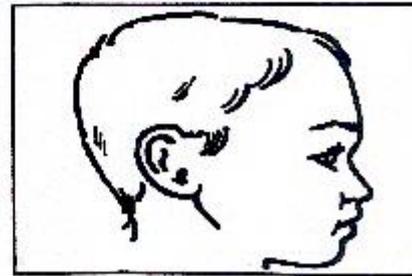
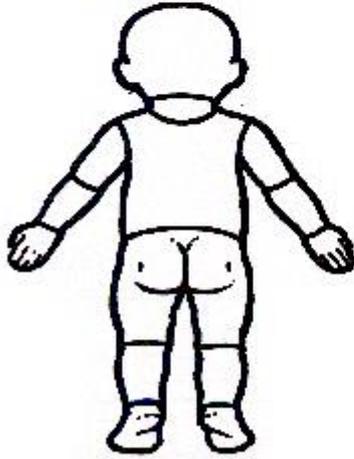
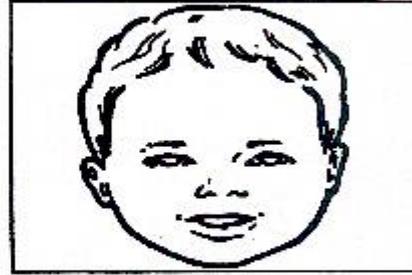
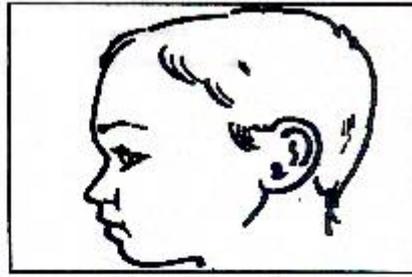
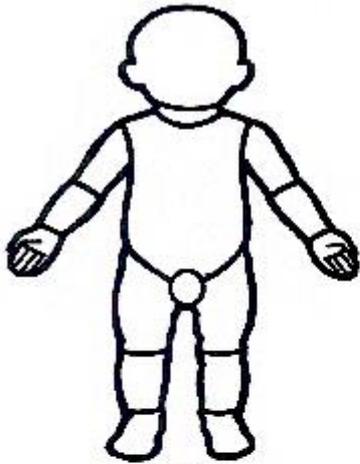
Further Action Agreed:

e.g. Pre-school to instigate a Family Support Process, assessment by Children's Services

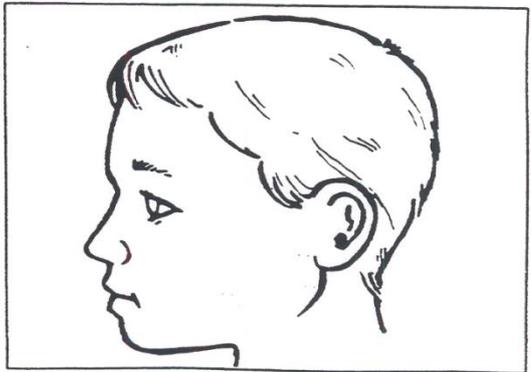
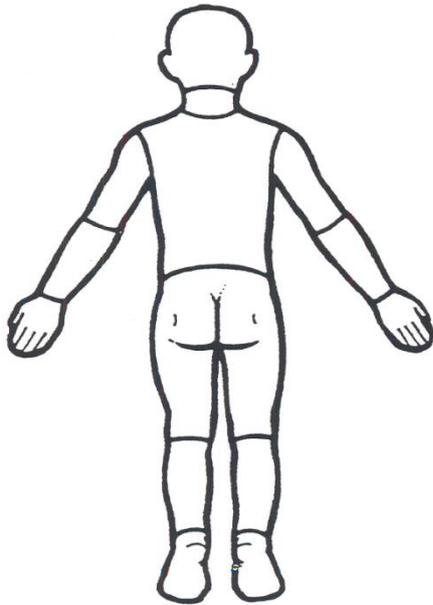
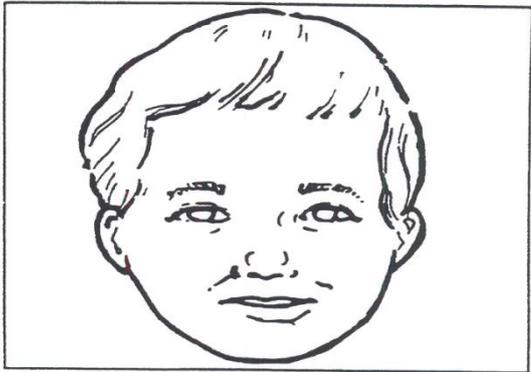
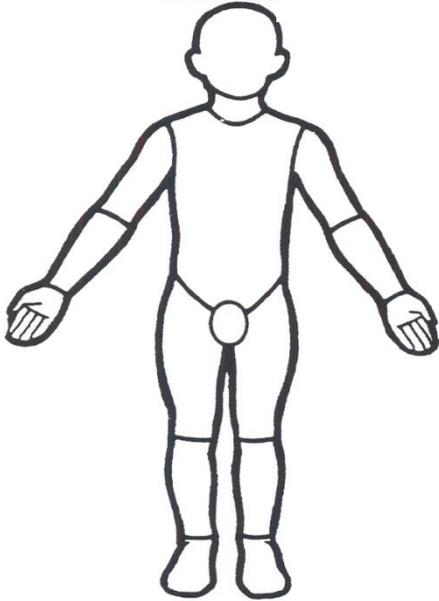
Full name:

SDP Signature:

Young Child



Older Child



Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our pre-school we take this responsibility seriously.

If you have any concerns about a child or young person in our pre-school, you must share this information immediately with our Senior Designated Professional or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the cupboard in the classroom. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the pre-school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head Teacher. If an allegation is made about the Head Teacher you should pass this information to the Chair of the Management Committee. Alternatively, you can contact the

Local Authority Designated Officer on 01603 223473.

The people you should talk to in pre-school are:

**Senior Designated Professional: Sarah Covell-London
Contact Number: 01493 856515**

**Alternate Designated Professional: Lindsay Hanger
Location of office: Northgate Infants School
Contact Number: 01493 856515**

**Chair of Committee: Sarah Hunt
Contact Number: 01493 856515**

At Sunflowers Pre-school we strive to safeguard and promote the welfare of all of our children.

Local Safeguarding Referral Procedures

Alcohol and Other Substances Policy

Our setting strongly prohibits the use of possession of alcohol and illegal drugs on our premises at any-time. If staff, students, volunteers or Parents/carers are found to have failed to comply with this policy it will be treated as a very serious disciplinary matter.

Alcohol

Staff, students or volunteers who arrive at the Setting clearly under the influence of alcohol, will be asked to leave immediately and disciplinary procedures will follow.

If a member of staff has a good reason to suspect that a parent/carer is under the influence of alcohol when they drop off or collect their child, to the extent that the safety of the child is threatened, they have a duty to inform both the Lead Practitioner and the Child Protection Officer, according to the provisions of the child protection Policy.

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

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

Other Substances

Staff, students or volunteers who arrive at the Setting clearly under the influence of illegal drugs, will be asked to leave immediately and disciplinary procedures will follow.

In cases where staff are taking prescribed drugs that may affect their ability to function effectively at work, The Lead Practitioner must be informed as early as possible.

If a member of staff has a good reason to suspect that a parent/carer is under the influence of illegal drugs when they drop off or collect their child, they

have a duty to inform both the Lead Practitioner and the Child Protection Officer, according to the provisions of the Child Protection Policy

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

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

Anti-Bullying Policy

Introduction

The staff and committee members of Sunflowers do not accept or condone behaviour which threatens, hurts or deliberately frightens any member of our Pre-school community. As a community we seek to reduce the incidence of bullying and provide support and help for those involved.

Definitions

Bullying is behaviour which is:

- ♦ Deliberately hurtful (including aggression)
- ♦ Repeated often over a period of time; and
- ♦ Difficult for victims to defend themselves against

The Department for Education (DfE) states that tackling bullying is an essential part of raising attainment.

Aims

- ♦ To establish a shared understanding within the about 'what bullying is.'
- ♦ To promote an anti-bullying ethos with all members of the community; pupils,
- ♦ Parents', governors and staff.
- ♦ To make pupils aware of strategies to use to keep themselves and others safe.

Objectives

- ♦ Participate in the annual anti-bullying week when an anti-bullying leaflet will be discussed and sent home for children to discuss with their parents.
- ♦ We will discuss bullying as and when appropriate, the behaviour which can be interpreted as bullying.
- ♦ Staff always respond to a reported incident of bullying.

Procedures to prevent bullying

Pupil's awareness of bullying and how to respond to it will be included in day to day activities.

Staff awareness will be raised by promoting the policy through discussions at staff meetings.

The anti-bullying ethos will be promoted by staff listening to pupils, taking action and following up the concern.

Parents will be encouraged to speak with Pre-school staff about bullying incidents involving their children.

Procedures for dealing with bullying incidents

The member of staff to whom the initial incident is reported or discovered by will undertake the initial responsibility for dealing with and responding to the children.

Pre-school undertakes to implement a Restorative Approach wherever appropriate.

- 1) Talk with the pupils involved (allow cooling off time if necessary) be clear to ask what happened and repeat back for clarification. Ask both parties what was happening before the incident. Give the children opportunities to own their behaviour and feelings e.g. were you feeling angry? Sometimes when people are angry they hit each other - did it happen today? Is it possible you might have hit him accidentally or deliberately?
- 2) Ask children what they think needs to happen next. Member of staff to help support
Strategy - continue playing together, play apart, need cooling off time inside, apply sanction. If appropriate children would be supported to apologise to each other.
- 3) Depending on the incident it may need to be reported and recorded.
- 3) Talk with parents of those involved to gain their support to reach a resolution.

It is not only the victims of bullying who need to be shown how to be assertive but all children need these skills. There is a difference between assertiveness and aggression. We discourage parents from telling their children to hit back but we encourage children to tell us if people are being unkind to them.

Victims and other children are encouraged to report any bullying and we discourage by standers being impressed by bullying.

Restorative Approaches

Corridor Conference

- What happened?
- What were you thinking/feeling?
- What needs to happen to put it right?
- What are you going to do differently next time?

Restorative Approaches

The restorative approach is a whole Pre-school approach to behaviour management and will lead to a reduced need for high level interventions.

4 R's - RESPECT - RESPONSIBILITY - REPAIR - REINTEGRATION

Aims

- To create positive outcomes from negative behaviour
- To turn conflict into a teachable moment

What is a restorative approach?

- A process for resolving conflict
- A common language to resolve conflict
- A way of focusing on the need of both parties (harmed/harmer)

We use it because it:

- Encourages the wrongdoer (s) to take responsibility for their actions
- Praises acceptable behaviour/confronts unacceptable behaviour
- Asks young people to talk about the impact of their actions on each other
- Develops a culture of respect and responsibility

Equal opportunities

All children are treated equally regardless of their ability, age, gender, physical ability, language, race, religion or social background.

**Looked After Children/EAL (English as an Additional Language)/SEND
(Special Educational Needs and Disability)**

No child who qualifies under one of the above headings will be discriminated against. These extra needs will be taken into account and consideration be given on an individual basis (through IEP, PEP, PSP, BSP).

Behaviour Management and Exclusion

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Procedures

We have a named person**Toni McGuigan**..... who has responsibility for issues concerning behaviour.

- We require the named person to:
- access relevant sources of expertise on promoting positive behaviour within the setting ; and
- check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour.

Strategies with children who engage in unacceptable behaviour

- We require all staff, volunteers and students to use positive strategies for handling any unacceptable behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of

feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for unacceptable behaviour.
- When children behave in unacceptable ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. A written record will be made of any incidents and the child's parent is informed on the same day and asked to sign the record.
- In cases of serious mis-behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- All staff members have had Step On Training and this will be refreshed every 3 years.

Rough and tumble play and fantasy aggression, hurtful play and bullying

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inappropriate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behavior

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will

be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt,

often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Suspensions and Exclusions

Sunflowers is committed to dealing with negative behaviour in a non-confrontational and constructive manner. Wherever possible, disruptive or challenging behaviour will be tackled collectively between staff and children. Such procedures are outlined in the Behaviour Management policy.

However, there are occasions when such strategies alone will not alter or prevent negative behaviour. In such cases, further action will be necessary, including reviewing a child's place at Sunflowers, on either a temporary or permanent basis.

Persistent unacceptable behaviour from a child will result in them receiving a formal warning from staff about their actions. Staff will explain to the child why their behaviour is unacceptable and the consequences of any further such incidents. Children will be encouraged to discuss their behaviour, to explain their actions, and helped to develop strategies to avoid repeat incidents.

Details of all warnings, suspensions and exclusions will be recorded and kept on Sunflowers records. Each warning should be discussed with the child concerned and their parent/carer. All staff will be made aware of any warnings given to a child. As a last resort, Sunflowers has the right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour.

Only in the event of an extremely serious or dangerous incident will a child be suspended from Sunflowers with immediate effect. In such circumstances, the child's parent/carer will be contacted immediately and asked to collect their child.

After an immediate suspension has taken place, the Manager will arrange a meeting with the child concerned and their parents/carers to discuss the incident and decide if it will be possible for them to return to Sunflowers

Suspension and exclusions should be seen as consistent, fair and proportionate to the behaviour concerned. In setting such a sanction, consideration should be given to the child's age and maturity. Any other relevant information about the child and their situation should also be considered.

Children will only be suspended or excluded as a last resort, when there is no alternative action that could be taken, or when it is felt that other children and/or staff are potentially at risk. Wherever possible, Sunflowers will give parents/carers time to make alternative arrangements for childcare during a period of suspension.

Staff should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the causes of disruptive or unacceptable behaviour.

No member of staff may impose a suspension from Sunflowers without prior discussion with the Manager. Staff will consult the Manager as early as possible if they believe that a child's behaviour is in danger of warranting suspension or exclusion.

Any appeals to decisions should be made to the Management Committee.

When a suspension is over and before a child is allowed to return to Sunflowers there will be a discussion between staff, the child and their parent/carer setting out the conditions of their return.

Code of Conduct Policy

Introduction

This document provides a guide for all adults working in the Pre-School about acceptable and desirable conduct to protect both adults and children.

All adults working in Sunflowers should know the name of the Safeguarding Lead Professional, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.

Lindsay Hanger

Safeguarding Lead Practitioner

Sarah Young

Safeguarding Lead Practitioner

Basic Principles

- The child's welfare is paramount (Children Act 1989)
- Adults working in Sunflowers are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions.
- Adults working in Sunflowers must work and be seen to work in an open and transparent way.
- Adults should discuss and/or take advice promptly from a senior member of staff about any incident which could give rise for concern to ensure that such situations can be handled promptly and sensitively.
- A record should be kept of any such incident and of decisions made/further actions agreed.
- Staff should be aware that breaches in the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

All staff and, visitors and volunteers to Sunflowers must:

- Be familiar with, and work in accordance with its policies.
- Provide a good example and a positive role model to children.
- Behave in a mature, respectful, safe, fair and considered manner. For example:
 - Not be sarcastic and not making 'jokes' to children or adults of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.

- Not embarrassing or humiliating children or adults.
- Not discriminate favourably or unfavourably towards any child or adult.
For example:
 - Treating all adults equally - never building 'special' relationships or conferring favour on particular children.
 - Not giving or receiving (other than token) gifts.
- Ensure that relationships with children, parents and carers and colleagues remain on a professional footing. For example:
 - Only touching children and adults for professional reasons when this is necessary and appropriate for a child's or adults wellbeing or safety.
 - Not behaving in any way that could lead a reasonable observer to question conduct, intentions, or suitability to care for other people's children.
 - Not making arrangements to contact, communicate, or meet children outside a working situation (this includes use of email, text, and other messaging systems).
 - Not developing 'personal' or sexual relationships with children. Particular attention is drawn to provisions of the Sexual Offences Act 2003 which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child or causes or incites that child to engage in or watch sexual activity).

The Solihull Approach is the chosen model to support practice at Sunflowers enabling practitioners to support their family's capacity to deal with emotional and behavioural difficulties.



Code of Conduct
for Employees of Sunflowers Pre-School

All staff will:

- Read and follow policy procedures including Child Protection
- Be aware of who the designated person for Child Protection is
- Be aware of the need to report any concerns promptly and in writing
- Not to give out personal information about pupils i.e phone number, address, email
- Be aware of their vulnerable position if left alone with a child
- Be aware of discussing cases when visitors, trade personnel, parents, pupils or other non-professionals are in the vicinity
- Staff mobile phones will not be used in school except in an adults only designated area
- Not to take photographs without prior permission
- Use school equipment for photographs and not your own
- Have mutual respect for colleagues, children and parents
- Staff will not identify the school, pupils or those working in school on social networks
- Dress and behave in a professional manner

Print Name.....

Signature.....

Date.....

New Staff

Yes	No
-----	----

Policies discussed at Induction Meeting

Yes	No
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Confidentiality Policy

Policy statement

In our setting, staff and managers can be said to have a 'confidential relationship' with families.

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act.

Confidentiality procedures

- We always check whether or not parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if this information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep - for example with regard to injuries, concerns, or changes in relation to the child or family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely locked in a filing cabinet.

Freedom of Information Act

- Parents may request access to any confidential records held on their child and family following the procedures below.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.

- The setting manager informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within fourteen days, although this may be extended.
- The settings manager and chairperson of the management committee prepare files for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where a parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding & Child Protection.

Data Protection

Confidentiality does not just relate to disclosures of information which could have legal implications such as abuse. Staff members should not handle and confidential information carelessly as children and other members of staff may

regard this as the norm and respond in a similar manner if a confidence is passed onto them.

The following measures are in place to ensure confidential information is dealt with appropriately.

- Children's records are kept in a locked filing cabinet
- Rooms are locked whenever empty if they contain children's records or reports
- All sunflower staff have access to a private space where personal telephone calls can be made or taken
- Discussing children's, family or other staff members personal matters in a general way is discouraged
- Lists of children's names, dates of birth, and days attended are held for use of the Lead Practitioner and Administrative Assistant

Policy for Documentation and Information Keeping

Sunflowers recognises the importance of maintaining up to date and accurate records policies and procedures necessary to operate safely, efficiently and in accordance with the law.

Sunflowers is committed to a policy of openness with parents/carers with regard to its policies and procedures and the information that we hold on their child. Records and information will be made available to parents/carers on written request unless subject to an exemption. If for any reason a request is going to be refused, then this decision, and an explanation, will be communicated in writing.

Record Keeping

An up to date record of all the staff, students and volunteers who work at the Sunflowers, including their name; address; telephone number; DBS check; references; employment details and any other information (such as their Personal Development Plan) accrued during their time spent working at Sunflowers. This information is held securely in Northgate Infants School office.

Information and records held on children will be kept in a locked cupboard and/or filing cabinet.

All required records relating to individual children are maintained and retained for two years after last attended Sunflowers. This rule will be disregarded where regulations and guidance from Ofsted or other statutory agencies overrides it.

Notification of Changes

Sunflowers recognises its responsibilities in keeping children, parents/carers, staff and Ofsted informed of any changes to the running or management of the Sunflowers that will directly affect them.

Wherever possible, if changes are to be made affected parties will be given as much warning as possible. In the case of proposed changes that are of considerable scope or importance, the Sunflowers will facilitate consultation with the affected groups or individuals.

In the following cases, it is mandatory for Sunflowers to inform Ofsted at the earliest possible opportunity:

- Any change in members of staff
-
- Any significant change to the premises.

- Any significant change to the operational plan of Sunflowers

- Any allegation of abuse by a member of staff or volunteer or any abuse which is alleged to have taken place on the premises

- Any other significant events.

Sunflowers E-Safety Policy

It is a legal requirement of the revised Early Years Foundation Stage (EYFS) welfare requirements (2012) that each setting holds an E-Safety Policy as from September 2012.

Statement of Intent

At Sunflowers Preschool we recognise the immense value information and communication technology (ICT) plays in the learning and development of children, we acknowledge that it must be used safely, in that the potential risks involved should not be ignored.

The preschool in the following policy, endeavours to ensure E-safety is assured to all users of the preschool, whether child, parent, staff member or visitors.

Our child protection officer, supported by staff and committee ensures this policy is upheld by staff and parents alike. Sunflowers Preschool trusts that all adults will respect and uphold this policy so as to maintain E-safety and prevent any potential risks occurring.

Internet Use

Currently the preschool has a designated computer used within the setting.

Staff using personal computers at home, are made aware that they should be protected by secure passwords, and they should have recognised spyware software installed.

Emails

The preschool has a designated website and email address for professional correspondence which is password protected. Parents are given this information when expressing an interest in the preschool, and again on registration.

The password is known by all pre-school staff and Northgate Infants School Head teacher, to divulge this to outside persons is considered a breach of confidentiality and will be treated as such.

Personal Emails

The preschool recognises that the Manger and Management Committee will communicate via email outside working hours. The preschool advises that personal computers are locked with a security password, and have spyware downloaded as a matter of course.

- The names of children should be kept to a minimum.
- Correspondence will be written in a polite, respectful and non-abusive manner, with an appropriate use of emoticons.
- Any abuse or breeches of confidentiality by any adults/ students associated with the preschool is strictly forbidden, and will not be tolerated.
- All suspected cases must be reported, the preschool will record all incidents and act on them immediately.

Storage of Documentation

Sunflowers Preschool recognises that personal computers are occasionally used to create working documents for the preschool, in terms of registers, invoicing, planning for instance.

- All home computers must be password protected
- Work documents placed in locked folders
- Only acceptable use is permitted
- Personal details are kept to a minimum
- All confidentiality is assured, with breaches considered serious misconduct, and dealt with accordingly

Social Networks

Sunflowers Pre-school is not a member of any social networking site, but recognises that staff, students and parents may hold personal social networking accounts, and that situations may arise when staff and/or children may be discussed. Any abuse or breeches of confidentiality by any adults/ students associated with the preschool is strictly forbidden, and will not be tolerated. All suspected cases must be reported, the preschool will record all incidents and act on them immediately.

- Confidentiality by staff is ensured within their terms and conditions of employment, any reported breach of confidence is considered gross misconduct and will result in instant dismissal.
- Students on commencement of placement sign to say they will abide by our student policy and maintain confidentiality at all times. Any reported breach of this agreement will result in immediate termination of their placement with the preschool, and notification to their educational establishment.

Use of Cameras

- Personal cameras belonging to staff are not permitted in the preschool
- The preschool provides an authorised digital camera for use by staff.
- Parental permission is sought before any photographs are taken of children, this informed consent includes information on how photographs are stored, and retrieved and may be used.
- All staff are made aware of any parental photographic objections or restrictions.
- Staff are permitted to take children's photographs to capture spontaneous moments to support the Early Years Foundation Stage or to share with parents, once consent is granted.
- The preschool Safeguarding Officer takes responsibility for the memory card, which remains in the setting.
- Parents are not permitted to take any photographs of any children at social events held at the preschool, or on visits without prior agreement of all parents present.

Professional Photographers

The pre-school uses Tempest photographers within the setting; this is by arrangement with the staff and management committee.

All photographers have DBS checks, are asked for their ID on admission to the preschool, and are not left alone with any of the children, at any time.

Staff Mobiles

- Staff using personal mobile phones, do so only in the designated adult only areas.
- When authorised preschool trips take place whilst the preschool is in session, the senior staff member on duty (on the trip) is authorised to carry their personal mobile for pre-school use, and is duly recorded.
- Contact lists are taken on all trips; no pre-school numbers will be stored on personal mobiles.
- All personal mobile phone use is open to scrutiny by the Safeguarding Officer, Pre-school Management and Ofsted, and as such is recorded.
- Personal mobile phone use may be restricted/ withdrawn at the behest of either of the above.
- Staff mobiles are stored safely within the setting.

Parent/ Visitor Mobiles

- Parents/visitors are requested not to use their mobiles within the pre-school, both verbally and via posters. Safe storage of their phones is sought.
- Visitor use of mobile phones, it is duly recorded by the pre-school Safeguarding Officer or Lead Practitioner.

Equal Opportunities Policy

Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- Include and value the contributions of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice promoting equality and valuing diversity
- Making inclusion a thread that runs through all of the activities of the setting.

Admissions

Our setting is open to all members of the community.

- We provide information in clear, concise, language, whether spoken or written form.
- We base our admissions policy on a fair system.
- We ensure all parents have access to our equal opportunities policy.
- We do not discriminate against a child, their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion, social background such as being a member of a Travelling community, or asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We ensure where ever possible that we have a balanced intake of boy and girls in the setting.

- We take action against any discriminatory behaviour by staff or parents. Displays of open discrimination and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- The applicant who best meets the criteria is offered the post, subject to references and checked by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specification
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less

favourably we will make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning
- Undertaking an access audit to establish if the setting is accessible to all.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special education needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

- We work in partnership with parents to ensure that medical, cultural, and dietary needs of children are met.
- We help children to learn about a range of food, and cultural approaches to mealtimes and eating, and to respect the differences among them.
- Food Allergies and Dietary requirements for children are displayed in the kitchen.

Racial abuse

All teaching and non-teaching staff will follow the policy and procedures. Parents and pupils are made aware of our anti-racism through our Aims and Mission Statement, and by our practices. Visitors and other adults will be made aware of our policy by clearly displayed statements.

Definition

"A racist incident is any incident which is perceived to be racist by the victim or any other person" MacPherson 1999.

Name calling / ostracising / bullying will not be tolerated and the perpetrator(s) will be questioned, explanations sought and time given by staff to help the understanding of others feelings through discussion. Reference to our policies and rules i.e. care for each other, listening to others etc. will be emphasised.

Parents of the victim and perpetrator will be informed

- 1) Verbally if possible
- 2) By letter if incidences continue.

Recording / reporting

Sunflowers staff will speak to the parent of those children involved in the first instance and report the incident to the Head Teacher. Northgate Infants School uses the LEA guidance forms and copies are kept in the racist incident file (this is kept in the Head Teacher's room) and in the personal record files of those involved.

Staff

Staff will provide opportunities for the children to learn about cultural diversity through planning. All staff check progression of their Key children and develop ways of providing more opportunities to explore diverse cultures. (e.g festivals, multi-cultural books, puzzles, and toys.

Staff will challenge racist behaviour at the first instance.

If incidents reoccur - Manager/ Head Teacher will arrange a meeting with parents to explore solutions to unacceptable behaviour.

Monitoring

Staff deals with incident following procedure and ensures Manager is made aware.

Childs behaviour monitored to avoid reoccurrence

Committee Meeting Agenda

Staff Meetings

Success criteria

- ♦ Few forms in evidence.
- ♦ Everyone more aware of the issues and actively promoting equality and good race relations.
- ♦ Evidence of learning and teaching about cultural diversity.
- ♦ Planning and displays

Looked After Children Policy

In line with Norfolk Children's Services, Sunflowers Pre-school supports the Council's commitment towards securing a first class education service and promotes inclusion and equality for our looked after children.

We recognise that looked after children:

- Nationally experience educational under-achievement
- Deserve the same life chances as any other child - to be healthy, stay safe, enjoy and achieve economic well-being.
- Need good corporate parenting in order to realise their potential and improve their life chances.

We are committed to providing educational life chances for looked after children and to ensuring that they access the five outcomes as set out in the Every Child Matters agenda.

We will ensure that:

- We participate in discussion, decision making, the planning of a Personal Education Plan (PEP) and a review of looked after children's progress, ensuring that regular attendance is maintained and that the recommendations of current guidance stipulated by the DCSF followed.
- The pre-school works in partnership with the allocated social worker to ensure that each looked after child is monitored and the PEP reviewed regularly.
- Our Designated Lead Practitioner works to promote and sustain the educational achievement and welfare of looked after children in our school.
- Staff are aware of how being in care may impact on the social, emotional and educational development of a young person. At all times we will maintain a holistic view and be aware of issues that affect their education, good behaviour and self-image.
- We monitor the progress of our pupils who are looked after in order that key problems, challenges and successes are evident and used to inform school planning, development and interventions.
- We work jointly with Norfolk Children's Services to support and enable looked after children to access a broad and balanced curriculum to suit their individual needs and out of school hours learning whenever relevant

as we recognise the positive impact this has on their self-esteem and learning.

- We foster good partnerships and encourage joint working with parent/carers, social workers, health workers and other professionals in order to secure a successful schooling experience.
- We share and transfer information and data speedily to relevant agencies and individuals.
- We develop our knowledge and attend training related to the needs of the looked after children.

Key Persons

Name of our Designated Lead Practitioner responsible for looked after children:
Sarah Covell-London and *The Head Teacher Lindsay Hanger*

Looked After Children/EAL (English as an Additional Language)/SEND (Special Educational Needs and Disability)

No child who qualifies under one of the above headings will be discriminated against. These extra needs will be taken into account and consideration be given on an individual basis (through IEP, PEP, PSP, BSP).

Lost child

Policy statement

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 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.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the Lead Practitioner.
- The staff 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.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The Lead Practitioner talks to the staff to find out when and where the child was last seen and records this.
- The Lead Practitioner contacts the registered provider (Chair of management committee) and reports the incident. The Chair and the Lead Practitioner carries out an investigation.

Child going missing on an outing

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 person 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.
- The Lead Practitioner or designated member of staff in charge contacts the police and reports the child as missing.

- The Lead Practitioner or designated member of staff in charge, contacts the parent, who makes their way to the setting or outing venue as agreed with the Lead Practitioner or designated member of staff in charge.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The Lead Practitioner or designated member of staff in charge, contacts the registered person and reports the incident. The Lead Practitioner and the Head carry out an investigation.
- The Lead Practitioner, or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Lead Practitioner, together with the staff, speaks with the parent(s).
- The registered person and Lead Practitioner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- 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.
- The 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.
- Staff may be the understandable target of parental anger and they may be afraid. The Lead Practitioner will 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 Lead Practitioner. When dealing with a distraught and angry parent, there will always be two members of staff, one of whom is the setting Lead Practitioner. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police may 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 registered provider will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

Sunflowers
Lost Child Incident Report

Date:	Time:	Missing child/children's name/s:
Staff present in the group/outing:		Children in the group/outing:
Staff member/s responsible for the missing child:		
Place the child was last seen?	Estimated time the child went missing:	
What has taken place in the group/outing since the child was last seen		
Key person's Signature:		
Outcome of the investigation:		

Written Statement for a Lost Child Incident

Date:

Name:

Staff

Signature.....

Mobile Phones and Cameras

Statement

To safeguard children and staff the use of mobile phones and cameras is strictly limited.

Policy

Sunflowers respect that staff will bring their mobile phones to work and that they will be kept in the staff lockers during the day. Staff may use their mobile phones at lunch times, while out of the pre-school room. Staff may use the pre-school land line phone for important phone calls.

Visitors will be asked to keep their phones in their bags and leave their bags in the cupboard in the pre-school room.

Parents are asked not to use their mobile phones while on the premises. Posters are displayed to reinforce this.

Staff will use cameras to take photos of the children in pre-school for the purpose of their celebration books. Parental permission is asked for on their registration forms cameras will NOT be taken off the premises by staff.

Under no circumstances should parents or visitors take photos of children on the premises,

Nappy Changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- If a child is still in nappies then nappies, wipes, nappy bags, and a change of clothing must be supplied by the parent/carer.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Gloves and aprons are put on before changing starts.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They are encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Staff are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- staff do not make inappropriate comments when changing their nappies
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and are disposed of hygienically. Ordinary pants that have been wet or soiled are double bagged for the parent to take home.
- If young Children are left in wet or soiled nappies in the setting this may constitute neglect and will be a disciplinary matter. Our setting has a 'duty of care' towards children's personal needs.

Staff will work with parents to toilet train their child at the earliest opportunity

Register and Visitor's Book

Register

- Upon arrival into pre-school children self- register by taking a sunflower that has their name and face on from the wall in the hallway then bring it in to put it on the side of the cupboard.
- Staff will greet each child as they come in and the register is marked either with a:

Tick - Present

A - Known absence.

U - unknown absence.

L - Late

H - Holiday

- When children are collected the register is marked with a tick.
- If a child is sent home because of an illness we also record this in the register along with the time.
- Breakfast and Afterschool Club have separate registers which are filled in the same as the pre-School register.

Visitor's Book

Our visitor's book is a black A5 size folder which kept in the Sunflowers Office.

All visitors are asked to record their:

Date., Name, Purpose of visit, Arrival and Departure time.

Visitors are also asked to leave their mobile phones in Sunflowers Office

SAFER RECRUITMENT POLICY

Introduction

Sunflowers is committed to providing the best possible care to its children and to safeguarding and promoting welfare of young children. It is also committed to providing a supportive working environment for all its members of staff. Sunflowers recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff who share this commitment.

The aims of the Sunflowers recruitment policy are as follows

- To ensure that the best possible staff are recruited
- To ensure that all job applicants are considered equitably and consistently
- To ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation marital status, disability and age
- To ensure compliance with all relevant recommendations and guidance including the recommendations of the Department for Education and Skill (DfES) in "safeguarding children: safer recruitment and selection in education settings" and the code of practice published by the Disclosure and Barring Service (DBS)
- To ensure that the pre-school meets its commitment to safeguarding and promoting the welfare of children by carrying out all necessary pre-employment checks

Recruitment and selection procedure

All applicants for employment will be required to complete an application form containing questions about their academic and employment history and their suitability for the role. A curriculum vitae will not be accepted in place of the completed application form. Any candidate who submits a curriculum vitae will be asked to complete an application form.

Applicants will receive a job description and person specification for the role applied for. The applicant may then be invited to spend some time in Sunflowers on informal basis prior to attending a formal interview at which his/her relevant skills and experience will be discussed in more detail.

If it is decided to make an offer of employment following short listing and a th formal interview, any such offer will be conditional on the following

- The agreement of a mutually acceptable start date and signing of a contract incorporating the Sunflowers standard terms and conditions of employment
- The receipt of two references (one of which should be from the applicant's most recent employer) which Sunflowers considers satisfactory. The receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service

If the above conditions are satisfied and the offer is accepted then the applicant will be issued with a contract of employment as confirmation of employment. All appointments are subject to a six months probationary period during which the notice period to terminate the employment for whatever reason, by either the employee or Sunflowers is 4 weeks. Sunflowers also reserves the right to extend this probationary period should it deem this necessary

Pre - employment checks

In accordance with the recommendations of the DfEs in "safeguarding children; safer recruitment and selection in education settings" the nursery carries out a number of pre-employment checks in respect of all prospective employees.

Verification of identity and address.

All applicants who are invited to an interview will be required to bring the following evidence of identity, address and qualifications

- Current driving licence or passport or full birth certificate; and
- Two utility bills or statements (from different sources) showing their name and home address; and
- Documentation confirming their national insurance number (P45, P60 or National Insurance card); and
- Documents confirming any educational and professional qualifications referred to in their application form.

Where an applicant claims to have changed his/her name by deed poll or any other mechanism (e.g. marriage, adoption) he/she will be required to provide documentary evidence of the change.

References

All offers of employment will be subject to the receipt of a minimum of two satisfactory references, one of which should be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative. All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and a person specification for the role which the applicant has applied for. If the referee is a current or previous employer, they will also be asked to confirm the following:

- The applicant's dates of employment, salary, job title/duties, reason for leaving, performance, sickness and disciplinary record
- Whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children
- Whether any allegations or concerns have been raised about the applicant that relates to the safety and welfare of children or young people or behaviour towards children or young people

Sunflowers will only accept references obtained directly from the referee. It will not rely on references or testimonials provided by the applicant or an open reference or testimonials.

Sunflowers will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant before any appointment is confirmed.

Criminal record check

Due to the nature of the work, Sunflowers applies for criminal record certificates from the Disclosure and Barring Service in respect of all prospective staff members, directors and volunteers.

Sunflowers will always request an Enhanced Disclosure as described below

- An Enhanced Disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as "spent" under the rehabilitation of offenders Act 1974) together with details of any cautions, reprimand or warning held on the Police National Computer. It may also contain non-conviction information from local Police

records which a chief police officer thinks may be relevant in connection with the matter in question

- If the individual is applying for a position working with children, it will also reveal whether he/she is barred from working with children by virtue of his/her inclusion on the lists of those considered unsuitable to work with children maintained by the DfES and the department of health.

Where Sunflowers uses staff from supply agencies then it expects those agencies to have registered these staff with the DBS. Proof of registration will be required before it will commission services from any such organisation.

Retention and security of disclosure information

Sunflowers policy is to observe the guidance issued or supported by the DBS on the use of disclosure information. In particular, it will:

- Not retain disclosure information or any associated correspondence for longer than is necessary. In most cases the pre-school will not retain such information for longer than 6 months although a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken will be kept.
- Prohibit the photocopying or scanning of any disclosure information

Retention of records

If the applicant is appointed, Sunflowers will retain any relevant information provided on their application form (together with any attachments) on their personnel file. If the applicant is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months unless the applicant specially requests Sunflowers keep their details on file.

Staff records are kept in the central school office at Northgate Infants School.

Queries

If an applicant has any queries on how to complete the application form or any other matter they should contact Sunflowers.

Security Policy

Policy Statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's Personal Safety

- We make sure all employed staff have been checked for criminal records by an enhanced disclosure from the DBS.
- Adults do not normally supervise children on their own
- All Children are supervised by adults at all times
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises and gates are always locked unless opened by a member of staff.
- Our systems prevent children from leaving our premises unnoticed
- We ask parents to provide us with a security password of their choice.
- The personal possessions of staff and volunteers are securely stored during sessions.

Uncollected Child Policy

Policy Statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by Pre-school and After School Club staff. We will ensure that the child receives 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

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Admissions Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable)
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandparent.
- Anyone who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, parents are to provide details 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 measure. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not

collected from setting by an authorised adult within half hour of the setting finishing 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 adhere to the following procedures if a child is not collected at the end of the session/day.

- The child's file is checked for any information about changes to the normal collection routine
- 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 number are recorded on the Admissions 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 with those named on the admissions form or other authorised person/s on their file.
- If no one collects the child after half an hour 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 services care team:

Tel: 03448008020

For full day care, this will be the out of hour's duty officer: after 5.30pm,

Tel: 08448008014

- The child stays at setting in the care of two members of staff until the child is safely collected either by parents or by social care worker.
- Under no circumstances should staff go to look for the parent, nor do they take the child home with them.

- We reserve the right to charge parents the cost of the next session that the child remains in our care and any additional hours worked by our staff as stated in our Admission's and Fees policy.
- Ofsted may be informed **Tel: 03001233153**

Whistleblowing Policy

1. Introduction

- 1.1 As a person working for Sunflowers you may be the first to realise that there could be something seriously wrong with the activities or services that we are delivering. However, you may feel that speaking up would be disloyal to your colleagues or to Sunflowers. You may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.
- 1.2 Sunflowers committed to the highest possible standards of openness, integrity and accountability. We expect employees, and others that we deal with, who have serious concerns about any aspect our work to come forward and voice those concerns.
- 1.3 The purpose of this Policy and the accompanying Whistleblowing Procedure is to make it clear that you can raise your concerns in confidence without fear of victimisation, subsequent discrimination or disadvantage. Sunflowers encourages you to raise serious concerns in the first instance **within** Pre-School rather than overlooking a problem or 'blowing the whistle' outside, and we would rather that you raised the matter when it is just a concern rather than waiting for proof.
- 1.4 You should raise appropriate concerns with:
- Sarah Covell-London Lead Practitioner**
Lindsay Hanger Head Teacher at Northgate Infant School
Sarah Hunt Chairperson Sunflowers Management Committee
- 1.5 The Policy and Procedure applies to all employees working within Sunflowers
- 1.6 Sunflowers recognises employees may wish to seek advice and be represented by their trade union representative when raising a concern and acknowledges and endorses the role trade union representatives play in this area.

2. Aims and Scope of the Policy

2.1 This policy aims to:

- encourage you to feel confident in raising serious concerns and to question and act upon concerns;
- provide avenues for you to raise those concerns and receive feedback on any action taken;
- ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied;
- reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have raised any concern in good faith.

2.2 There are existing procedures in place to enable employees to lodge grievances relating to their employment. The Whistleblowing Policy is intended to cover concerns that fall outside the scope of other procedures, including the corporate complaints procedure. This Policy therefore includes your concerns about:-

- conduct which is an offence or a breach of law;
- harassment of others;*
- sex, race or disability discrimination against others;*
- disclosures related to miscarriages of justice;
- health and safety risks, including risks to the public as well as other employees;
- damage to the environment;
- the unauthorised use of public funds;
- possible fraud and corruption;
- sexual or physical abuse of clients;
- anything that makes you feel uncomfortable in terms of known standards, your experience or the standards you believe Sunflowers subscribes to; or
- other unethical or improper conduct (not otherwise included in this list)
- concealing information about any of these matters

* Complaints relating to harassment of, or discrimination against, you will be dealt with under the specific procedures relating to those matters.

2.3 It should be emphasised that this Policy is intended to assist individuals who have discovered malpractice or serious wrongdoing, provided they make the disclosure in accordance with the Policy. It is not designed to question financial or business decisions taken by Sunflowers nor may it be used to reconsider any matters that have already been addressed under the harassment, complaint or disciplinary procedures. Individuals who make disclosures outside the arrangements set out here will not be protected under this Policy and may not be protected under this policy.

3. Our Promise to you

3.1 Sunflowers is committed to good practice and high standards and wants to be supportive of employees and others who work for the Council.

3.2 Sunflowers recognises that the decision to report a concern can be a difficult one to make. If you raise your concern based on reasonable belief and in good faith, you have nothing to fear because you will be doing your duty to your employer and the public and The Public Interest Disclosure Act 1998 will protect you from dismissal or other detriment. If your concern is not confirmed by the investigation, no action will be taken against you. If, however, you make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against you.

3.3 Sunflowers will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith, even if you are genuinely mistaken in your concerns. Any harassment or victimisation of a whistleblower may result in disciplinary action against the person responsible for the harassment or victimisation.

3.4 Any investigations into allegations arising from your whistleblowing will not influence or be influenced by any other personnel procedures to which you may be subject.

4. Confidentiality

- 4.1 All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. If we are not able to resolve your concern without revealing your identity (e.g. because your evidence may be needed in Court), we will discuss this with you.

5. Anonymous allegations

- 5.1 This policy encourages you to put your name to your allegation whenever possible.
- 5.2 Concerns expressed anonymously are much less powerful but may be considered taking into account:
- the seriousness of the issues raised;
 - the credibility of the concern; and
 - the likelihood of confirming the allegation from attributable sources.
- 5.3 The Head Teacher of Northgate Infant School will decide in each case whether a complaint made anonymously should be investigated.

6. The responsible officer

- 6.1 The Head Teacher has overall responsibility for the maintenance and operation of this Policy and will maintain a record of concerns raised and the outcomes (but in a form which does not endanger your confidentiality) and will report as necessary to the Sunflowers Management Committee

SAFEGUARDING CHILDREN IN EDUCATION

Leaflet for Parents/Carers

At Sunflowers we are committed to supporting all of our pupils to do well. We will do everything we can to ensure our pupils are safeguarded and protected from harm.

What does safeguarding mean?

Every child has the right to be safe from harm and danger. It is everyone's responsibility to ensure every child is free from fear and able to learn and develop in safe, secure environments.

Why am I being given this information?

All parents and carers who join our Pre-School will be given this document. Your child might be new to our school and this explains what we must do if we are worried about a child or young person. We might also be giving you this document because we have made a referral to Children's Services and it will explain what will happen next.

What is child abuse?

Child abuse is when anybody deliberately causes harm, neglect or fails to protect a child from harm. Harm may be physical, sexual, and emotional or may take the form of neglect.

Why would we make a referral to Children's Services?

All schools have a duty of care to refer cases of suspected child abuse to Children's Services. If someone at our Pre-School sees an unusual or unexplained mark or injury, if your child has said something worrying to us, perhaps someone has reported something your child has said, or if their behaviour is particularly out of the ordinary, we are required to make a referral.

Children's Services are also able to help children and families if a referral has been made and abuse is not evident but there are concerns that mean additional support might be needed. Every school is required to help Children's Services

with their assessments but **must not** conduct any investigations themselves. This can only be done by social workers and/or police officers.

Why are we involved in Safeguarding?

The Children Act 1989 requires everyone working with children to inform Children's Services about any child thought to be in need of support or at risk of harm. The Education Act 2002 requires all schools to have arrangements to safeguard children.

How you can work in partnership with us.....

Children will get the most out of their education when we all work together on every issue. This means that both school and home have to have good communication links. Please let us know about anything that might affect your child, we might be able to help. Let us know if your child has a medical condition or has had an accident. Also, please let us know if your child will not be coming into Pre-School by ringing us on the first day of absence. If you move house or out of the area and don't need your place at Sunflowers please let us know this too

What you can expect from us?

- A safe environment for your child to learn that complies with keeping children safe in education legislation and statutory guidance.
- We will take good care of your child whilst they are with us. We will talk to you about anything that may concern us unless to do so may place your child at increased risk of harm.
- We will keep up to date records.
- If your child transfers to another school we will share important information with them that will help support your child's move.
- We will contact you if your child is absent and you haven't told us why.
- We will respond promptly to any problem you tell us about.

Our staff will offer support and assistance when needed. For updated information on safeguarding children in Norfolk visit www.nscb.norfolk.gov.uk

